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PRIMER  
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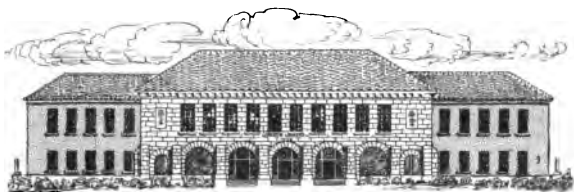
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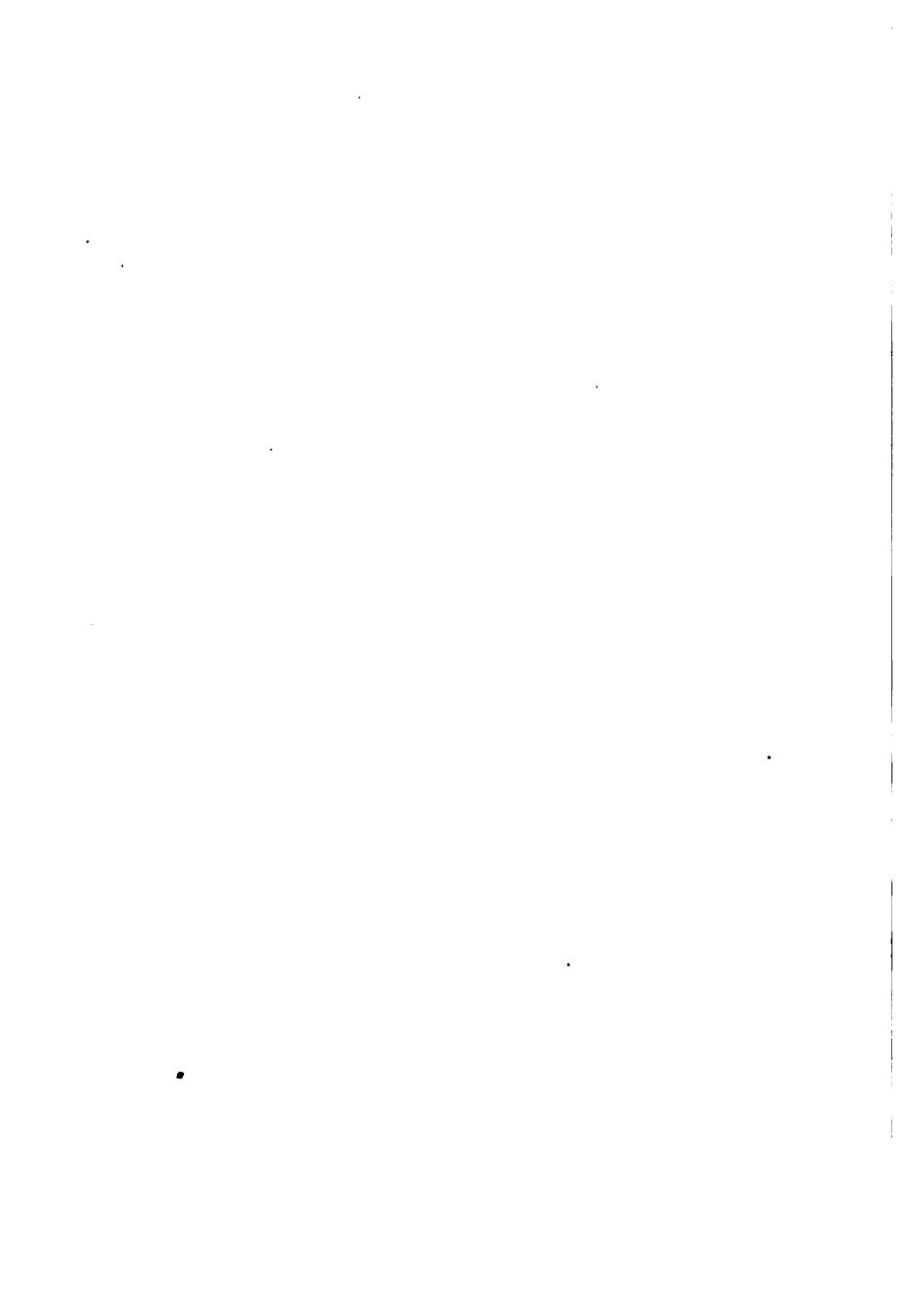
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PRIMER  
AND  
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BY  
M. W. HAZEN, M.A.



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No. ....



# A COMPLETE COURSE IN READING

BY

M. W. HAZEN, M.A.

**PRIMER AND FIRST READER:** Words and Phrases from Pictures, Sounds from Spoken Words, New Words from Sounds and by Sight, Letters from Observation, Script from Models.

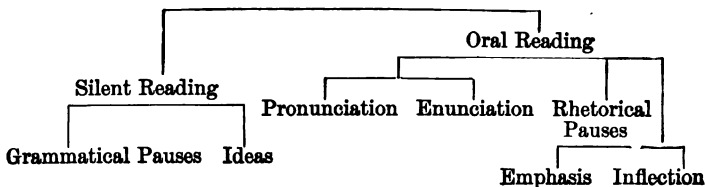
**SECOND READER:** New Words from Sounds and by Sight, with meanings, Sentences from Words and Phrases, Picture Study to Cultivate Observation and Expression, Ideas, Grouping, Language Lessons.

**THIRD READER:** Power to gain Ideas from the printed page, to Read the Author's language naturally, and to give the sense clearly, either orally or in writing. Thought, Expression, Language.

**FOURTH AND FIFTH READERS:** A pleasant Introduction to the best Authors, with many Notes, Exercises, Questions, etc., to lead to a Love and Knowledge of Literature.

Charts, covering Picture Study and Sight Work, Drill on Sounds, Word-building, Phrase and Sentence-making, Correct Expression, Form, Emphasis, Inflection, Tone.

## READING INCLUDES



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PREFACE.

BELIEVING that the way to LEARN TO READ is BY READING, and convinced that the *few lines* of *real reading* matter in the First Books do not afford enough practice, the Author has given *more reading* in the First Book of this series than is often given in the first two books of other series.

Every word in the Primer and First Reader, when spoken, is known by all English-speaking children before they begin to use books.

The First Step in teaching Reading is to lead the child to know the printed or written words, and to pronounce them properly.

The child's *ear* and *eye* and *vocal organs* all need *training*, and the Lessons in the Primer are specially adapted for this.

*Interesting subjects* are chosen, and are so simply written about as to enable the child to gain the meaning easily.

Thus, even the PRIMER is not the dry, stupid book that it is thought all First Books must be, while the successive Readers, *carefully graded*, lead up by easy steps, through attractive lessons, made more effective by *notes*, *questions*, *language lessons*, and the simple principles of Natural Expression, to an ability to gain the idea from the printed page, and the power to express it clearly and pleasantly, while at the same time the pupil has been guided into the *treasure-house* of *literature* and *knowledge*.

Words *repeated* several times, alone and in combination with other words, give *abundant practice* in recognizing them *at sight*.

*Phrases* and *sentences*, such as the child uses in his ordinary



talk, give sufficient exercise in natural expression, and in training the eye and brain to unite words into phrases, and so to separate sentences as to make it easier for the child both to *gain* and to *express* the thought.

*Finding sounds* and *making words* are made a *part of the child's habit of thought*, and thus increase his powers and enlarge his vocabulary.

The *natural expression* is taught by *grouping words*, and is made easy by the use of such groups (combined in sentences) as the child hears and speaks daily.

The Lessons are made more than a *mere repetition* of words and phrases.

Hoping that these books will be found helpful in school work, the Author dedicates them to all interested in the most important work of education, whether as School Officers, Parents, Teachers (whose self-sacrificing and laborious work needs every help and deserves all praise), or Pupils, whose good is always sought.

Knowing that teachers, busy with many studies and large classes, have too little time to prepare the various lessons they are obliged to teach, the Author has carefully outlined, 1st, the general subject of Reading, and 2d, the different Lessons in the Readers, specially for teachers' use.

This outline will be found in the Teachers' Edition.

The illustrations are excellent both in design and effect.

They have been prepared by eminent artists and engravers specially for these books.

They are more than mere pictures, being, in every sense, illustrations of the matter in the lessons, and are intended also to cultivate the pupils' taste in this direction.

1 2 3 4 5 6 7 8 9 0

# THE ALPHABET.

*a*

a

A

*A*

*b*

b

B

*B*

*c*

c

C

*C*

*d*

d

D

*D*

*e*

e

E

*E*

*f*

f

F

*F*

*g*

g

G

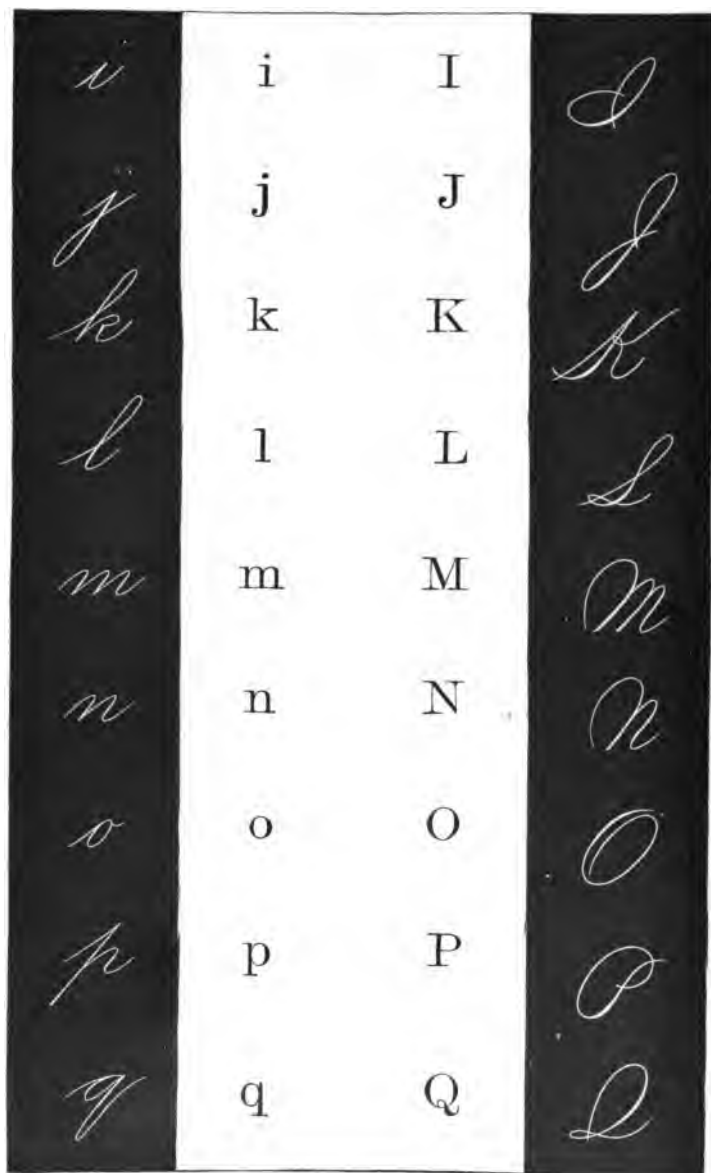
*G*

*h*

h

H

*H*



<i>r</i>	r	R	<i>R</i>
<i>s</i>	s	S	<i>S</i>
<i>t</i>	t	T	<i>T</i>
<i>u</i>	u	U	<i>U</i>
<i>v</i>	v	V	<i>V</i>
<i>w</i>	w	W	<i>W</i>
<i>x</i>	x	X	<i>X</i>
<i>y</i>	y	Y	<i>Y</i>
<i>z</i>	z	Z	<i>Z</i>



A a

# PRIMER

I have a cat.

cat a

a cat



I have a cat.

## Finding Words.

I cat have a  
have a I cat

## Finding Sounds.

e ħ t, e ħ t, e ħ t. ħ - ħ - ħ  
e ħ t, e ħ t, e ħ t. t - t - t



My cat is black

is a black cat

I have a cat.

My cat is black.

I have a black cat.

My cat is a black cat.

My cat — —.

I — — cat.

My — is — — cat.

I have — — —.

#### Finding Words.

I black My is

My is have black

#### Making Words.

ă-tăt

e-ăteăt

e-ăteăt

Have you the black hat  
my black hat my hat

my cat a hat

a black hat



Have you a hat?

I have a black hat.

The black hat is my hat.

I have a black cat.

The black cat is my cat.

Have you my black cat?

My \_\_\_\_ a \_\_\_\_.

The \_\_\_\_ is \_\_\_\_.

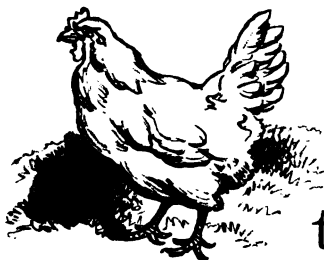
**Finding Words.**

the you hat black

my the Have you



It is      the white hen  
Is it   a hen   a black hen



It is a hen.  
 Is it my hen?  
 My hen is  
 the white hen.

Have you a black hen?  
 The \_\_\_\_\_ is \_\_\_\_.

**Finding Words and Sounds.**

It    is    white    hen  
       white    hen    it    is  
       it    it    ĭ-ĭ    hĕn    hĕn    ě-ě  
 hĕn   hĕn   n-n   h-ĕ-n   ĭ   ě   n   h



See the pen a good pen

I see your pen my pen

See the pen.

I see it.

Is it your pen?

It is a good pen.

Is your pen a good pen?

My \_\_\_ is \_\_\_ \_\_\_ pen.

Is \_\_\_ pen \_\_\_ \_\_\_ pen?



**Finding and Making Words.**

See your good pen

pen see your good

ă-tăt e-ăt căt h-ăt hăt

ĩ-tĩt h-ĩt hĩt h-ěn hěn

t-ěntěn pěn p-ěnp-ě-n pěn p

This is large a large hat

Is this small a small cat

This is my black cat.

Is your cat a large cat?

My cat is a small cat.

This hat is a large hat.

Is this your black hat?

See the hen! It is my hen.

Your hen is a small hen.

My hen is a large hen.

Have you a good pen?

I have a good pen.

**Finding Words.**

This    is    small    large  
small   large   this   Is

I can see | Can you see |  
 | a cat | and | a rat |

I see a rat.

Can you see  
 a large rat?



Can you see a black rat?

I can see a cat and a rat.

This — is — — — rat.

**Finding Words and Sounds.**

Can rat you can

and good small and

răt r-ăt r-ă-t ănd ă-n-d [r]

ă-n ăn p-ăn păn r-ăn răn



Yes a pan a tin pan

Do big tin

Do you see  
this big pan?

Yes, I see it.

It is a large  
tin pan. Have you a pan?

Yes, I have a tin pan.

Do — — this — —?

Yes, — — it. It — — pan.



**Finding Words and Sounds.**

Yes tin pan big

ran Do and at

e-ăn eăn t-in tîn p-in pîn

h-ănd hănd ă n ĭ t p e r h ă d

The rat can see the cat.

The cat can see the rat.

I can see a cat and a rat.

The rat is a large rat, and  
the cat is a big white cat.

Is this your hat?

Yes, it is my hat, and it is  
a good hat.

Have you a good pen?

Yes, I have a good pen.

Your pen is a small pen.

My pen is a large pen.

This is your pen.

Do you see this small pan?

Yes, I can see the pan.

This is a tin pan.

It is not John's gun a gun

No gun This is a gun.

Do you see it?

not Yes, I see the gun.

Is it your gun?

No, it is not my gun. I have no gun.

This is John's gun, and it is a good gun.

Can you see John's gun?

This \_\_\_\_ is \_\_\_\_\_ gun.

It \_\_\_\_ my \_\_\_\_.

**Finding Words and Sounds.**

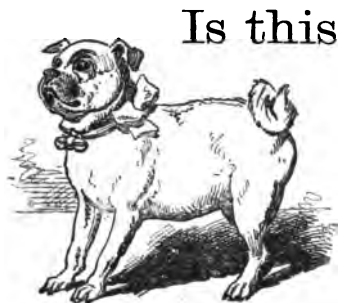
John's No gun not

not John's and big

gŭn ġ-ŭn ġ-ŭ-n r-ŭn rŭn

e-ă-p eăp bĭġ b-ĭġ p-ĭġ ŭ b ġ

he but his name a dog  
the dog name his Rover



Is this your dog?

Yes, this is  
 my dōg, and  
 his name  
 is Rover.

Rover is small, but he is a  
 good dog. Have you a dog?

Yes, I have a big black dog.  
 This \_\_\_\_ is \_\_\_\_ dog.

**Finding Words and Sounds.**

dog name Rover his  
 but his name he  
 dōg d-ōg d-ō-g h-ōg hōg ō-n ōn





has two four feet hands

Rover is my dog. I have two feet, and he has four feet.

Have you a dog, and has he four feet?

Yes, I have a dog, and he has four feet, but he has no hands. I have two hands and two feet.

A hen has two feet, and two hens have four feet.

I have a pin in my hand. I have four pins in my hands.

Can you see the pigs in the pen? I can see one large pig and two little pigs in the pen.

A hen — — feet and no \_\_\_\_.  
Two — — four \_\_\_\_.

little eat fat fun him

Can you see

This little pig?

He is not little.

He is big.

This big fat pig

has four small feet.

It is good fun to see him eat.

Is this a big fat pig?

Yes, this pig is large and fat,

and he has four little feet.

This — — pig — — — — feet.

It — — — — fun — — — — eat.

n-ö-t nöt

făt f-ăt

f-ăn făn

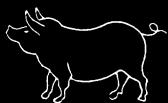
t-ö-p töp

r-ŭ-n rŭn

h-ö-t [f]



*It is a pig.*



One     Here     are     one     Are

Here are two cats. One cat  
and one cat are two cats.

Here are four pigs. Two pigs  
and two pigs are four pigs.

The cat eats the rat.

The cats eat the rats.

The hen is black and white.

The hens are large hens.

Here are the large hogs.

Here is the small hog.

Is the dog a good dog?

Are the dogs good dogs?

One little pig is in the pen.

Two little pigs are in the pen.

Dogs and cats, and pigs and rats  
have four small feet.

fish swim lives  
water land fast

Here is a fish.

A fish lives  
in the water.



A dog lives on the land.  
A fish can swim. I can swim.

This fish has no feet. Can  
he run on the land?

Can a fish live on the land?

Can you live in the water?

This fish can swim fast.

Can a dog swim?

Do hens and cats and rats  
swim in the water?

lănd l-ănd l-ă-n-d    [l] [sh]  
fish f-ī-sh f-īsh    d-ī-sh d-īsh dīsh

read          Primer          with  
           book    all        can        not        of

See my book!  
 Can you read  
 the name?



Yes, I can  
 read the name on the book.

Is it your Primer?

Yes; this book is my Primer,  
 and I can read all of it.

Can you read in it with me?

Yes, I can read it with you.

This Primer is a good book.

### **Sounds and Words.**

e-ă-p    eăp          d-ĩ-ġ    dĭġ          d-ũ-ġ  
 blăck   b-l-ă-ċ-k          sh-ă-ll    shăll  
 sh-ĩ-p   l-ŏ-ġ   f-ŏ-ġ    l-ă-p    [l]    [k]

high talk sits walk  
fly wings bird tree-top



A bird has two wings  
and two feet.

He can fly with  
his wings, and  
can hop with his feet.

A bird can fly and walk, but  
he can not talk.

Can you talk and fly?

A little bird sits  
on the tree-top high.

And see! With his two  
little wings he can fly.

sīt s-īt s-ī-t

s-āt sāt

[s]



Here are two dogs.

The little dog is my dog.

His name is Rover.

He is small, but he has four feet and can run fast.

It is fun to see him run.

Rover has no hands, and he can not talk. I can talk, and I have two hands and two feet.

See the dogs run at the pigs!

It is fun to see pigs eat.

Two dogs and two dogs are four dogs. One pig and one pig are two pigs.

Is the rat a black rat?

Are the cats white cats?

My dog, Rover, has four feet.

A fish has no feet and can not run on the land.

He can swim fast in the water.

I can not live in the water, but I can swim. A fish can not live on the land.

---

I can read the name of your book. It is your Primer, but you can not read all of it.

I can read in it with you.

---

Can a bird talk with you?  
Can you fly with the birds?  
This little bird sits  
high on the tree-top.  
And see! With his two  
little feet he can hop.



Look there How so eyes



See the hog!

There he is!

He is so fat  
he can not run.

How fat he is!

Has he two eyes?

Yes; all hogs have two eyes,  
but this hog is so fat you can  
not see his eyes.

Look! Look! I can see one eye.

How small and bright it is!

Are there two hogs here?

No, there is but one hog here.

sō s-ō      nō, n-ō      gō g-ō      o

b-ō-l-d bōld      s-ō-l-d sōld

e-ōld eōld      h-ōld hōld      g-ōld gōld

There where night  
bright makes sun day

How large  
and bright  
the sun is!  
It is so bright  
I can not  
look at it.



Do you see the bright sun?  
Yes, I can see it. There it is.  
It is bright, but I can look at it.  
The bright sun makes the day.  
I can see it all day, but I  
do not see it at night.

Where is the sun all night?

night n-ī-ght      bright b-r-ī-ght  
l-īght light      r-īght      s-īght      ī

like            me            likes  
          horse            ride            back



This is  
          my horse.

He likes me  
          and I like him.

Can you ride him?

Yes, I can ride on his back.

I like to ride him. He is a  
          good horse and can run fast.

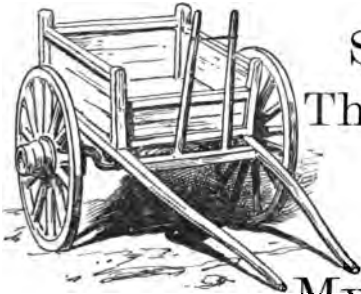
My horse is black and white.

He has four feet, but his feet  
          are not like my feet.

ride r-ī-de            s-īde side            h-īde  
          like l-ī-ke            back b-ă-ck



for was cart  
made draw drive



See my cart!  
This cart is small.  
It was made  
for my horse.  
My horse is small  
and can not draw a large cart.  
I can ride in my cart, and  
my horse can draw me.

I can sit in my cart and  
drive my horse.

**Making Words with -ing.**

eat-ing	eating	see-ing	seeing
walk-ing	walking	talk-ing	talking
look-ing	looking	fly-ing	flying
read-ing	reading	go-ing	going

boy      mouth      years      ears

Frank      I am a little boy.

nose      My name is Frank.

hear      I am four  
years old, and  
I am reading  
in the Primer.

I have two feet and two  
hands, one mouth and two ears,  
and one nose and two eyes.

My eyes are small and black.

I have eyes to see with.

My ears are to hear with.

I have a mouth to talk with,  
and two feet to walk with.



bat ball play wood  
come too may

I can play ball.  
This is my bat.  
It is a large bat and  
is made of wood.



I have a ball, too, and I can  
hit the ball with the bat.

Have you a bat like this one?

I have no bat, but I can play  
ball. May I play with you?



Yes, you may play with me.  
Come on! You may hit the ball.



Can you hit it with the bat?

māy dāy ā-ā m-āy d-āy [ā]



s-āy sāy l-āy lāy h-āy [m]

māde m-ā-de nāme n-āme

The  has a large .

The  can see the .

I have a  and a .

A small  and large .

My  is looking at a .

Have you a  and a  ?

There is no water in the .

Here are my  and my .

Here is the bright .

Spot      some      cross      plays



Frank has a large  
black dog. His  
name is Spot. Some dogs are  
cross, but Spot is not cross.

He likes Frank, and Frank  
likes him and plays with him.

**Language Lesson.**

Has Frank a dog? Is Spot small?  
Are all dogs cross? Is Spot cross?



yard      give      girl      milk  
red      her      cow



Come here  
and see  
my cow!  
I see her in  
the yard.

A boy and  
a girl are in the  
yard with the cow.

Some cows are red, and some  
are all black.

All cows like to eat hay.

My cow gives milk for me,  
and I give her hay to eat.



1. Here is a hog so fat you can not see his eyes. How fat he is!

Look! Look! He can not run.

2. How bright the sun is! It is so bright it hurts my eyes.

Where is the bright sun all day and all night ?

3. My horse likes me, and I like to ride on his back.

My horse is small, but he can draw me in my little cart.

4. This small boy is four years old. He is reading in the Primer.

He has two hands and two ears and two feet.

Have you two eyes and one mouth and one nose ?

5. Here are my bat and my ball.

My bat is made of wood. Can you hit the ball with your bat ?

I have no bat, but I can play ball. Come on ! You may play with me.

6. Spot is Frank's dog. He plays with the ball and gives it to Frank.

I do not like cross dogs, but I like Spot, for he is not cross.

7. A boy and a girl are in the yard with my cow.

The cow is giving milk for me, and they are looking at her.

Some cows are all black, some are red, and some are black and white.

My cow likes to eat hay. Her four feet are not like my two feet.

how many up or  
song three sing

Little birds  
In the tree,  
Can you sing  
A song to me?



Look at the  
little birds! They are high  
up in the tree.

How many birds are there?  
I can see one, two, three  
birds in the tree.

One of the little birds is  
singing a song, or is talking  
to the two birds with him.



Tom that spins long  
new time box



Frank has  
a new top.

He spins  
his top  
on the box,  
and he


can make it spin a long time.

Tom has a new top, too, and  
he likes to spin it.

Frank's top spins so fast that  
you can not see it is going.

mē m-ē hē h-ē sēē s-ēē [ē]

sh-ē shē b-ē bē tr-ēē trēē [ēē]

*The top is on the box.* 

they when will them feed

How many  
little pigs  
are there  
here?

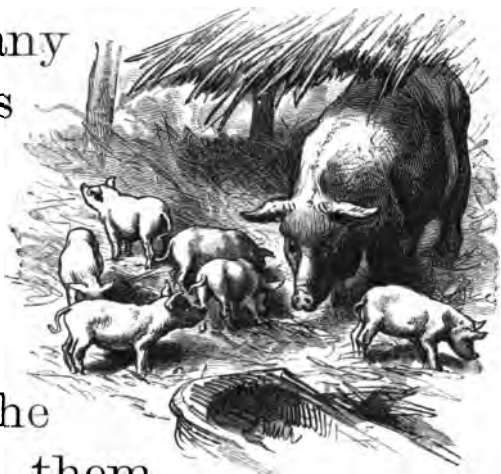
They are  
John's  
pigs, and he  
will feed them

when he comes to the pen.

Will the pigs eat when John  
comes and feeds them?

Yes, they will eat fast, and  
the hog will eat fast, too.

I will go to see them eat.



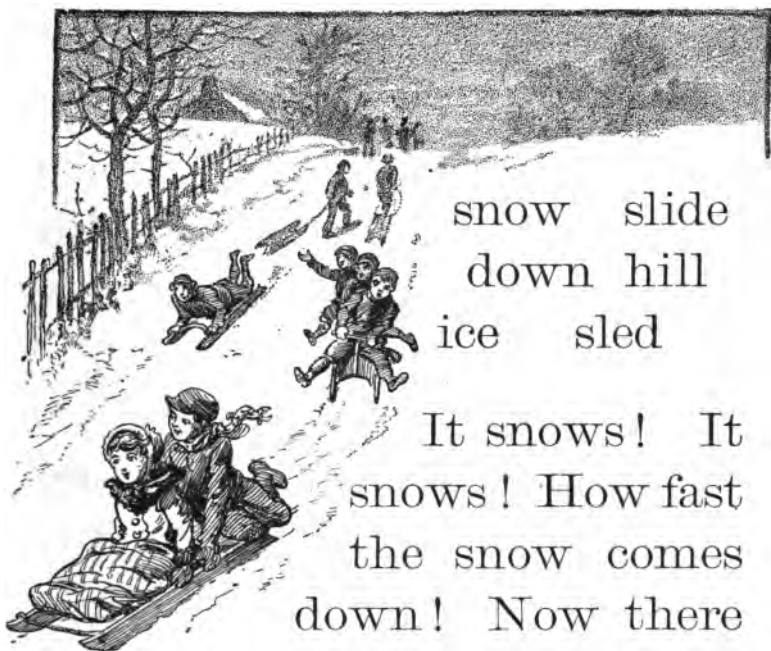
*There are — — — pigs.*



Nellie has some hens. Here she is feeding them.

The cat used to run at the hens in the barn, but now she sits and looks at them.

Once the cat caught a hen, but it got away from her.



snow slide  
down hill  
ice sled

It snows! It  
snows! How fast  
the snow comes  
down! Now there

will be snow on the hill  
and I can go and slide.

Come, Tom! Will you go, too?

I will go, but I have no sled.

You may slide with me.

The sleds are large, and two  
can slide on them.



to-day hurt would papa  
kind live said

When I was playing horse to-day with Frank, I hit him to make him go fast, and he said that I was not kind.

I can drive a live horse.

I do drive one when I ride with papa, but I do not hit the live horse.

Papa said it hurt the horse, and he would run away.

I will be kind to Frank when I play horse with him.

live l-ive l-i-ve f-ive five  
dr-ive drive h-ive h-ive [v]  
walk-ed walked talk-ed talked

country am men call city  
Charlie houses Charles what

I am living in the country.

My name is Charles, but the  
boys call me Charlie.

I can not see many houses  
where I live, but there are  
trees and hills and water.

There are fish in the water,  
and they are good to eat.

Some men caught a good  
many fish to-day.

I caught a fish once, and it  
was good fun. What fun do  
boys have in the city?

*I live in the United States.*

picture

ground

picking

basket

full

ripe

What do you  
see in this  
picture?

I see a large  
apple-tree.

It is full of  
large red apples.

I see two men and  
two boys. The men and boys  
are picking the ripe apples.

Some are on the ground, and  
some are in the basket.



street cars city round out



I live in a large city.

There are cars here in the street, and men go round with apples, and call out, "Here 're your apples! Ripe apples!"

There are some trees here, but no apple trees.

sorry      tease      love  
never      kitty      kind      wish



My kitty was hurt to-day.  
I love kitty and am sorry  
she is hurt.

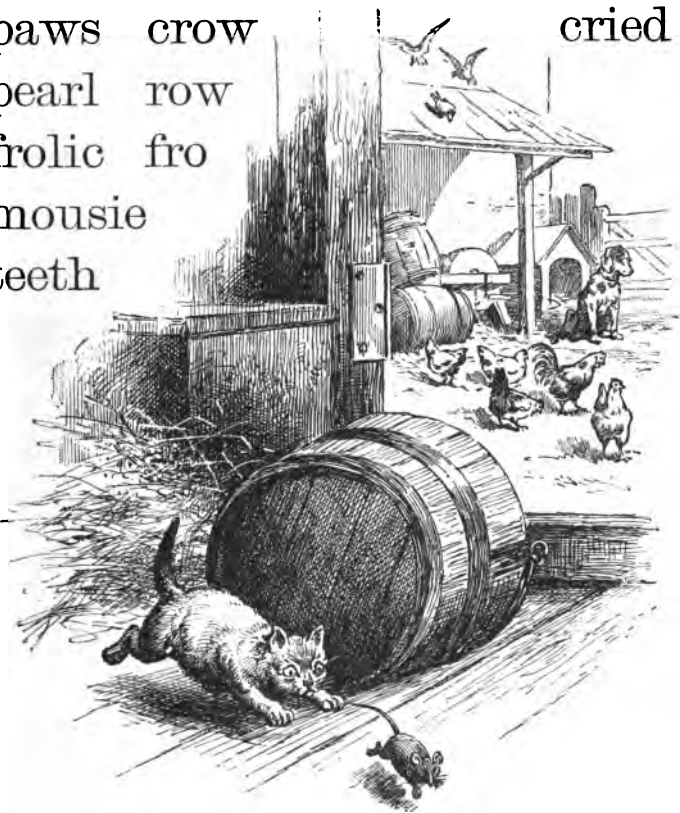
I will put her on the mat  
and give her some milk.

I am kind to kitty, and  
never tease her or hurt her.

I wish boys and girls would  
be kind to the cats and dogs.

paws crow  
pearl row  
frolic fro  
mousie  
teeth

cried



Once there was a little kitty,  
White as the snow.  
In the barn she used to frolic,  
Long time ago.

In the barn a little mousie  
Ran to and fro ;  
For she saw the little kitty,  
Long time ago.

Two black eyes had little kitty,  
Black as a crow ;  
And they saw the little mousie,  
Long time ago.

Four soft paws had little kitty,  
Paws soft as snow ;  
And they caught the little  
mousie,  
Long time ago.

Nine pearl teeth had little kitty,  
All in a row ;

And they bit the little mousie,  
Long time ago.

When the teeth bit little  
mousie,  
Mousie cried out, "Oh!"  
But she got away from kitty,  
Long time ago.

For the little kitty did not  
Mean to hurt her so,  
When she played with little  
mousie,  
Long time ago.

---

Where did kitty frolic? Who saw kitty?  
Who saw mousie? With what? Who had  
soft paws? What caught mousie? What  
bit mousie? Who cried out, "Oh"? When?  
Who got away from kitty? When? Did  
kitty mean to hurt mousie? Was she playing?



1. I see where the little birds are.  
There are three birds in this tree.  
I can not sing like a bird, and a  
bird can not talk as I can.

2. Frank and Tom are looking at  
the top to see how long it spins.

3. Here are John's little pigs, and  
he is coming to feed them.

4. Nellie's hens used to live in  
the barn. When she caught a hen,  
it got away from her.

5. The snow comes down fast. I  
will go and slide. My sled is so large  
that two can slide on it.

6. Would it be kind in me to hit  
Frank when I play horse with him ?

7. Charlie lives in the country.

Once he caught a fish. What fun it was for him ! There are not many houses where he lives, but there are a good many houses in the city.

8. There is in this picture an apple tree full of ripe apples.

Some men are picking them, and the basket is full of apples.

9. The streets of the city where I live are full of cars and horses.

Men with apples call out, " Apples ! Apples ! Here 're your ripe apples ! "

10. A little girl loved her kitty, and was sorry when she got hurt.

Never hurt the dogs and the cats, but be kind to them.

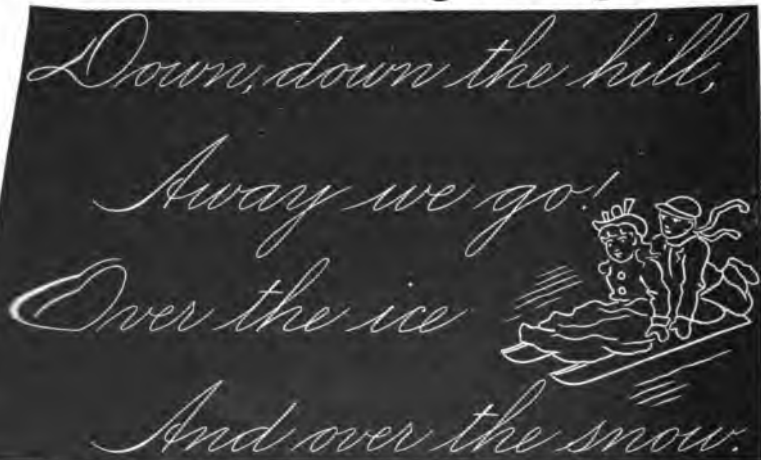
11. A long time ago a little kitty

used to frolic in a barn. A little mousie saw her, and wanted to play with her as she ran to and fro.

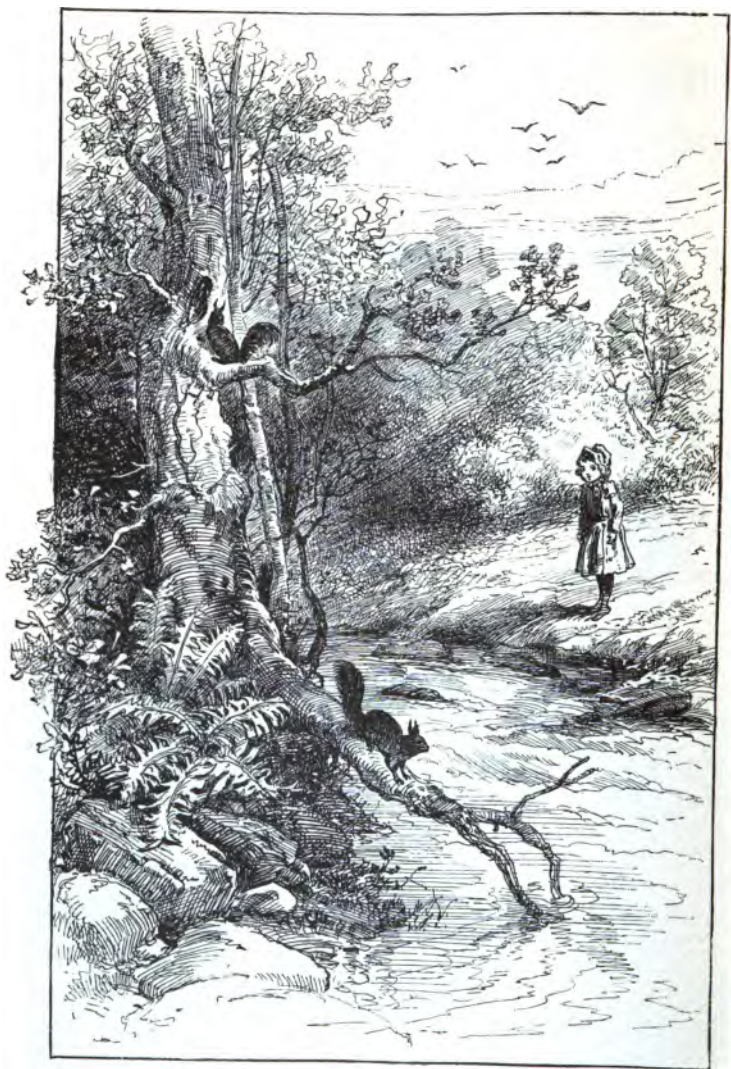
Kitty's eyes were as black as a crow, and when she saw mousie she caught him with her four soft paws.

Then her little pearl teeth, all in a row, bit mousie, and mousie cried out, "Oh!" and got away from kitty.

All this was a long time ago.







# FIRST READER

## I. A COUPLE WHO NEVER PAID RENT.

knew	couple	dwelling	stood
their	seasons	went	came
queer	paid	any	rent

1. I once knew a couple  
 Who lived in a wood.  
 High up in a tree  
 Their dwelling stood.

2. The seasons came,  
 And the seasons went;  
 But this queer little couple  
 Never paid any rent.

---

Who lived in a wood? What stood in a tree? What came and went? Was this a queer couple? Can they pay rent?

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## II. THE KITE.

gave           kite           head           wasn't  
stay           air           pretty        who

One day papa gave me a kite.

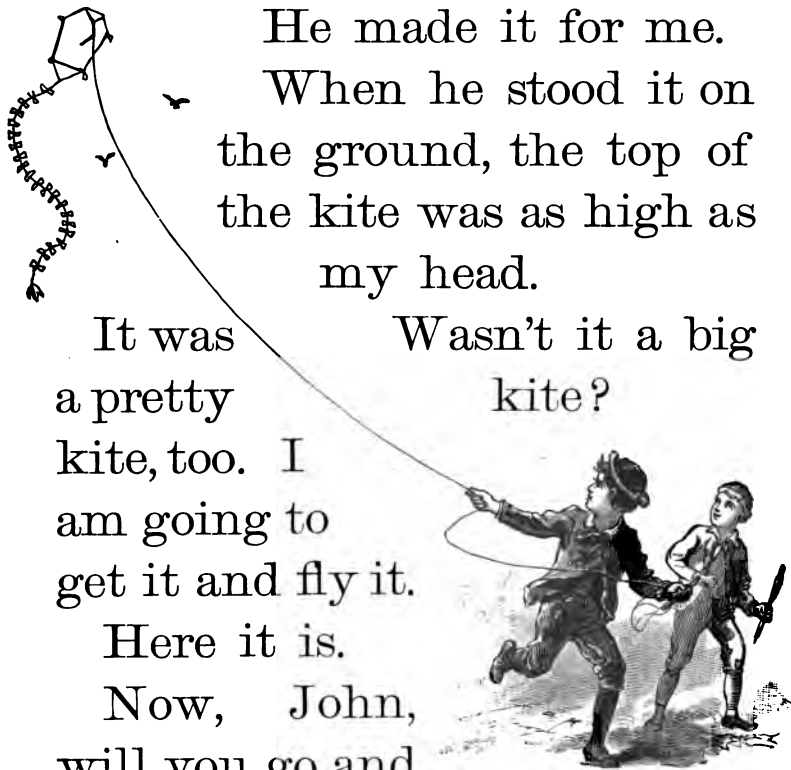
He made it for me.

When he stood it on  
the ground, the top of  
the kite was as high as  
my head.

It was                   Wasn't it a big  
a pretty                   kite?  
kite, too. I  
am going to  
get it and fly it.

Here it is.

Now, John,  
will you go and  
fly the kite with me?



There it is, going up, up, up.  
Oh, how high it is! It will  
stay up a long time.

Look! Look! It is away up  
in the air.

See the bird up there with it!  
It is a little bird, and the  
kite looks like a big bird.

Papa said he had a large  
kite, a long time ago, when he  
was a little boy.

Can you make a kite like  
this one?

---

Who had a kite? Who gave it to him?  
Was it a big kite? Is the boy flying it?  
What is near it in the air? Is the kite like  
a bird? Has the boy's papa a kite? What  
sound has *āy* in *stay*? What sound has *āi* in  
*pail*?  $\boxed{\bar{a}y} = \boxed{\bar{a}i} = \boxed{\bar{a}}$



## III. MARY'S DOLL.

doll	hair	gently	cheeks
food	pats	happy	always

Mary has a doll and a cat.

The doll has red cheeks and black hair, and eyes like Mary's.



The cat is black and white, and has a queer little nose.

Mary loves her doll and her cat.

She never teases kitty, but pats her gently and is good to her.

She gives kitty food to eat, and is always happy when she has her cat and doll.

Frank has a little cart, and, when he comes to see Mary, they put the doll and the cat into the cart and draw them round.

The cat will get out of the cart, as she does not like to ride in this way, but the doll stays in it, and they all have a good time. \_\_\_\_\_

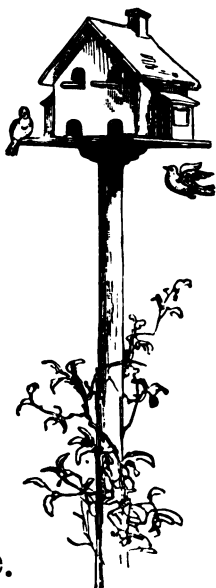
Write the name of this lesson. What is the mark before *s* in *Mary's*?

## IV. THE BIRD-HOUSE.

soon Lucy dear bird-house holes  
find every doors winter nests

O Lucy, do come  
here! Come here,  
Tom! See this pretty  
bird-house! It was  
made for the dear  
little birds to live in.

There are two birds  
now near  
the  
house.



The birds will  
live there all  
winter long,  
and we will  
feed them every day.

How can the birds get into the house? There are no doors.

Do you see the small holes in the house?

Yes, I can see one, two, three, four holes there. These holes are the doors of the bird-house. Soon the birds will make nests in the house.

What do birds eat?

You can see what they eat if you look at them.

Can we feed them in the winter?

Yes, you may give them all they want when you find out what they eat.



Is *bird-house* one word or two? What makes it one word? Give the sound of *ou* in *house*. What letters in *cow* have the same sound? ou = ow

#### V. THE NUT TREE.

tall	first	took	could
fall	nuts	home	shakes
puts	grow	found	bushes

Some nuts grow on trees, some nuts grow on bushes, and some nuts grow in the ground.

The nuts in this picture grow on a tall tree.

One day John and Harry

found the tree in the woods.

It was full of nuts all ripe for picking.

They never told of it, but the first day they could get away they took a big bag and went to the tree.

I can see them picking the nuts. John is up in the tree, and Harry is on the ground.

John shakes the tree to make the



nuts fall. Harry gets the nuts and puts them into the bag.

The bag is full of nuts now.

How can they get it home?

What will they do with all these nuts?

They can not pick all the nuts on the tree.

There would be three bags full. But they think that three baskets full of these nice nuts would not be too many.

---

Answer the questions in the lesson. What nuts grow in the ground? (*Peanuts.*) What nuts grow on bushes? (*Hazelnuts.*) What nuts grow on trees? (*Walnuts.*) Which would be the more, "three bags full" or "three baskets full" of nuts? Find the sound of a in *tall*. Give three words with the same sound of a. [a]

VI. THE BROOK.

if stop running quickly after  
brook hurry would know

1. "Stop, stop, pretty water!"

Said Mary one day,  
To a dear little brook  
That was running away.

2. "How fast you are running!

I wish you would stay.  
Oh, why do you hurry  
So quickly away?

3. "But I will run after,

If you will not stay;  
For I want to know where  
You are running away."



4. So after the water  
 She ran all the day,  
 But never found out  
 Where the brook ran  
 away.

What did Mary say to the brook? What did the brook do? What did Mary do? Give the sound of *oo* in *brook*. Has *oo* the same sound in *foot*? oo

#### VII. A FLY AND A BEE.

head legs well animals only why.  
 then must hear shoes let great

This little fly has two eyes  
 and two wings and six legs.



Six legs! Let me  
 see. One, two, three,  
 four, five, six. Yes,  
 he has six legs.

And see this little bee! He has six legs, too.

I can see them. He has as many legs as a fly has, but he has four wings.

What can a little fly do with six legs?



Two legs are all I want, and two feet are all papa wants to get shoes for.

Why, a great big horse has only four legs; but, then, a little mousie has four legs, too.

Do you know what animals have two legs and what animals have four legs?

I do not see the fly's ears,

but he must have them or he could not hear so well.

He has little ears if they are on his head. And what queer feet he has! Could you walk with such small feet? How fast he walks!

See this bee! He has four wings and six legs. A fly has six legs, too, but he has only two wings.

---

When part of a word is on one line and the rest on another line, what mark connects the two parts? How many wings has a fly? How many legs? Has a bee six wings? Find the sound of *w* in *well*. Is it the same as *oo*? It usually has this sound.  $\boxed{w} = \boxed{oo}$  (Some orthoëpists consider *w* = *oo*.)

**VIII. READING REVIEW.**

1. I once knew a queer couple.  
They lived in a dwelling in the  
woods. It stood in a high tree.

The seasons came and went, but  
they never paid rent.

2. Papa made a kite. He stood it  
on the ground, and it was so big it  
came up to my head.

It is going away up in the air, and  
looks like a large bird.

3. Mary's doll has red cheeks.  
Mary has black eyes and black hair.

What a queer nose her cat has !

Kitty is always happy when Mary  
pats her.

Mary never teases her cat.

See the doll and the cat in Frank's new cart.

4. This little bird-house was made for the pretty birds.

In the long winter we will feed them. The holes are doors for the birds' house. The birds will soon make their pretty nests. Can you see what they eat?

Yes, I can find out what they eat.

5. The nuts in this picture do not grow in the ground. One day this tree, full of nuts, stood in the woods.

The nuts were ripe for picking.

Some boys found it. They told no one of it.

Now they are picking the nuts.

One shakes the tree. The nuts fall. The bag is full of nuts.

6. Mary saw a running brook, and wanted to see where it went. She wanted it to stop running. It could not stop. So she ran after the water.

She could not find where the brook ran away.

7. A fly has six legs. A bee has four wings. What can a bee do with four wings? Hens and birds have two wings and two legs.

Cows, dogs, cats, and horses have four legs, but they have no wings.

*Some birds live in houses.  
These houses have no doors.*

**IX. THE GAME OF BALL.**

stand      out      game      strike  
throw      must      baseball      we



Come, boys, let us have a game of ball. Here are my new bat and ball.

Who wants to play?

Will you play, John?

No, I can not play to-day.

I am going to town with my papa.

Will you play, Tom?

Yes, I will play, and Henry will play, too.

Well, Tom, you must stand there and throw the ball. Henry can strike at it with the bat. Now throw it, Tom! Strike at it, Henry!

O Henry, you are out! You are out! You did not hit the ball, and I caught it.

Now I can have the bat, and Henry can throw the ball.

There, I hit it! I hit it! See it go.



That was a good hit, wasn't it?

There come some more boys. If they will play with us, we can have a game of baseball.

What game are we playing? Oh, this is "one old cat," but we like to play baseball.

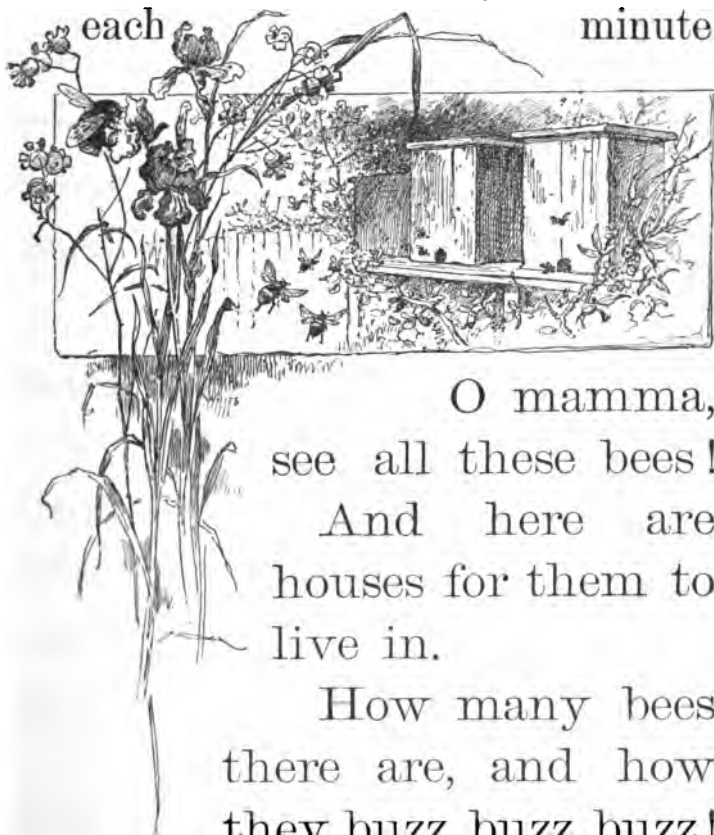
Come, let us play ball.  
Who will play with us?  
Here, Jack, you may hit the ball, and I will throw it.

---

Is *wasn't* one word or two words? What letter is left out? Read it and put the letter in. What letters are silent in *caught*?  
[au] = [a] = [aw] Give a word containing [aw].

X. THE HONEYBEES.

mamma      buzz      sting      honey  
through      more      busy      flowers  
each                                   minute



O mamma,  
see all these bees!  
And here are  
houses for them to  
live in.

How many bees  
there are, and how  
they buzz, buzz, buzz!

Each house has only one

little hole for a door. How can so many bees all go out and in through one hole so small as this one?

What are bees good for? They buzz, and fly round and sting, but what good do they do us?

I will tell you what good they do.

These beehouses are all full of honey. You like honey to eat, but you would have no honey if bees did not make it for you.

Do you see the bees on the flowers?

They fly quickly from flower to flower to get honey. This they take to these queer little houses and put it away for the winter, when there are no flowers.

Then they hurry out of the house and fly quickly away for more honey. They are busy every minute. If you do not tease them, they will never sting you.

Well, mamma, you said to-day you would be as busy as a bee, but I never knew how busy a bee always is through the long day.

Let me catch this fly.  
It is not a fly. It is a bee.  
He will sting you if you  
touch him. He can buzz.

---

What is a beehouse called? Are these honeybees? Will they sting? What do they do with the honey? Give the sound of ä in *mämmä*, *päpä*, *fäther*, *bärn*. [ä]

---

#### XI. WHAT A BIRD FINDS TO DO.

blue	very	spring	teach	reason
true	best	find	pine	birdie

1. Come, little bluebird,

Sing for me.

Sing from your nest in the  
Old pine tree.



2. Tell me, dear  
birdie,  
Tell me true,  
What through  
the day  
do you  
Find to do?

3. What,  
little girl,  
do I  
Find to  
do?

Why, I'm busy each minute,  
The long day through.

4. I have three little birdies  
In my nest,

And I find for them food, the  
Very best.

5. And I teach them to sing, to  
Sing for you,  
And to fly away through the  
Air so blue.

6. But happy am I in the tree  
By the spring,  
And that is the reason I  
Always sing.

A decorative banner with a dark background and light-colored cursive text that reads "Can you sing, little bird?".

What letter is left out in *I'm*? Is a bird as busy as a bee? Name the words, at the ends of lines in this lesson, that sound alike. Give the sound of *ȳ* in *mȳ*. It sounds like what other letter? Give the sound of *ÿ* in *verÿ*. *ÿ* sounds like what other letter? Which of these sounds has it in *yes*? *ȳ* = *ī*, *ÿ* = *ī*.

## XII. THE POEM RETOLD.

seemed	pleasant	change
nothing	during	enough
take	care	soon

*A little girl once saw a blue bird in an old pine tree. The bird seemed so happy that the child wished that she could change into a bird and have nothing to do.*

*"Tell me, sweet bird," she said. "what do you find to keep you busy during the long day?" "Why," said the bird, "I have enough to do to keep me*



*busy. I have three little ones to take care of, and I find for them the very best food. As soon as they get old enough, I teach them to sing and to fly. But my work is pleasant, and I am happy. That is the reason I am always singing."*

---

Tell the story. Is the day longer to an idle boy than to one who is busy? Why did the bird say she was singing?

---

### XIII. THE HEN'S NEST.

laying    egg    our    under    corn

What is this hen doing,  
Tom?

She has made a nest on the hay, and is laying an egg for us to eat. This is our old white hen. She knows me so well that she will sit and let me look under her to see her eggs.

I can see four eggs under her, and there may be one or two more.



What a good nest she has made! She looks at you, Tom, as if to say, "I know that boy. He is a good boy, and will not

hurt me." Do you feed her, Tom?

Yes, I feed her with corn every day. She will come and eat it out of my hand. That is the reason she knows me so well. When she comes from the nest we will take the eggs into the house to mamma.

---

Do all birds lay eggs? Can hens fly? What are their feet for? What sound has *o* in *do*? Has it the same sound in *to*? Give a word in which *oo* has the same sound. [o]= [oo]

---

#### XIV. THE SLY FOX.

sly quack bushy tail bowwow  
Mr. follow cluck duck chicken

I am a sly fox. I can run fast. Do I look like a dog?

See my long nose and bushy tail? You would know that I was not a dog.

Where do I live? Oh, I live



in the woods. I make a hole in the ground, and live there. Now, this dog likes to live in a yard, and follow men round.

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No. ....

But I do not. I like to run in the woods.

How I would like one of these hens to eat! If that dog would let me, I could soon have a good fat hen.

Mr. Dog, can I get a hen here? I will take a nice duck or a big chicken.

Cluck, cluck! said the hen, and the chickens all ran under her wings.

Quack, quack! said the duck, and walked away as fast as she could.

Bow-wow-wow! said the dog. There are no hens or chickens

or ducks here for you. Run away as fast as you can.



Do foxes look like dogs? *Mr.* stands for *Mister*. What letters are left out of *Mr.*? What did the fox want? Give the sound of *x* in *fox*. It has the sound of what two letters?  
x = ks

#### XV. READING REVIEW.

1. Who wants to play with my new bat and ball?

John is going to town, but you can play. Now stand there, and strike the ball when I throw it.

You are out. Tom caught the ball, and you struck at it.

With more boys here, we could play baseball.

2. How many busy bees buzz in and out through the hole in their house! Bees will not sting if you do not tease them.

The bees fly quickly round the flowers. They get honey and take it away to their houses. They hurry every minute. I will be as busy as a bee through the long day.

3. Come, little bluebird, sing and tell me true what you find to do.

I am busy all through the day. I find the very best food for my three birdies.

I teach them to sing and to fly.

I am always happy. That is the reason I sing.

4. The hen is laying an egg. She knows that Tom will not hurt her. He looks under her. There are four eggs.

The hen eats out of Tom's hand.

5. A sly fox, with a long nose and a bushy tail, wanted a hen or a chicken or a duck.

A dog was with the hens, and he would not let Mr. Fox take one of them. He said: "Bowwow! Run away to the hole in the ground where you live." So away ran the fox, and the hens said, "Cluck!" and the ducks said, "Quack!"



The sly fox can run fast.  
The dog will not let the  
fox have a hen or a duck.

---

**XVI. CHICKENS.**

way    shell  
weeks  
break  
hatch



hears off  
almost grow

Where do  
chickens  
come from,

Tom ?

They come out  
of eggs, Nellie.

O Tom ! Is that true ? Do  
the pretty chickens always  
come out of the little eggs ?

Yes, Nellie. These chickens were all in eggs six days ago.

But who put them in the eggs, Tom?

No one put them there. They grow in the eggs.

When a hen's nest is full of eggs she will sit on them, almost all the time, for three weeks. She knows that this is the way to hatch chickens.

In three weeks the chickens come out of the eggs.

They make a little hole through the shell, and soon can break the shell and get out of it.

The hen hears them, and knows when they are hatched.

When they get a little used to the air, she comes off the nest, and the little chickens follow her.

Then she feeds them.

See her with all her little chickens round her! How small and pretty they are!

See the hen feed her little ones! How small they are, and how pretty they look!

---

Do little birds come from eggs? Who puts them in the eggs? Who can hatch them out? Give the sound of *ô* in *bôrn*. Does *ô* in *côrn* have the same sound? [a] = [ô] call *bôrn*

## XVII. LITTLE BIRD-BABY.

baby	wind	blows
cradle	rock	breaks

1. Little bird-baby  
On the tree-top,  
When the wind blows  
His cradle will rock.

2. When the tree breaks  
His cradle will fall;  
Down will come cradle,  
And birdie, and all.

---

What is bird-baby's cradle? Write the name of this lesson. What was there in the tree-top? What will break the tree? What will come down then? *Fall* sounds with what? Mark the sound of *ea* in *break*. Of *a* in *all*.

## XVIII. THE SAILBOAT.

boat	sail	row	oars
across	pond	over	masts

Henry's papa gave him a pretty boat. It is red and white, and has two masts with white sails. His papa



made the boat for him, and told him how to sail it.

Henry can put it on the water, and it will sail across the pond. The boys call it a

sailboat, because it has sails. The wind makes it go over the water. See how fast it sails, and how pretty it is!

There are some men on the pond, in a big boat.

Their boat is a rowboat. It has no sails, but is made to go with oars.

Would you like a boat? Can Henry sail in his boat?

I would like a boat that I could sail in. Henry can not sail in his boat. It is so small that he can not get into it.

When Henry is a big boy, he can have a big boat.

Then he can sail in it, and can take the boys out on the pond.

---

What is a sailboat? What is a rowboat? How many men are in the rowboat? Write the names of all the things you see in the picture.

---

### **XIX. HOW A DOG DRINKS.**

hot	uses	drink	spoon
said	wanted	tongue	lapped

One day Grace saw a dog in the yard. It was a hot day, and the dog wanted some water to drink.

Grace gave him a pan full of water.

The dog put his nose down

to the pan, and, with his tongue, lapped the water up into his mouth. .

Grace ran to her mamma, and said :

Oh, do come out here and see this dog drink !

He uses his tongue as a spoon.

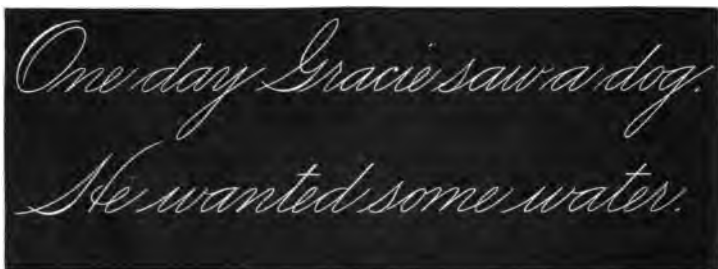
What a queer way to drink ! I never could get any water into my mouth in that way.



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No. ....



No, Grace, you could not drink in that way, but kitty can. She always uses her tongue as a spoon when she drinks.



---

What animals use their tongues as spoons?  
How do cows drink? How do hens drink?

---

## XX. THE HORSES.

says throw gentle horseback  
very James riding rocking-horse

My papa has four horses.  
One horse is black, one is

white, one is red, and one is black and white.

The red horse can go very



fast, and the white horse is so gentle that I can ride him.

I like to ride on his back, for he will not throw me off. Papa rides on the black horse;

but papa is a man, and the black horse can not throw him off. When I am a man I will ride the black horse, too.

In the picture you see papa and me out riding on horse back. Papa is on the black horse, and I am on the white one.

James is too small to ride a live horse, but he has a rocking-horse.

He can ride on that very well. A live horse would soon throw him off and hurt him.

Papa says James can have

a live horse to ride when he is as old as I am.

---

What do you see in the picture? Why is the boy on the white horse? Is *u* silent in *four*? When *u* after *o* is sounded with it, what is the sound always? [ou] = [ow] What sound has *ó* in *hórse*? Give a word in which [a] has the same sound.

---

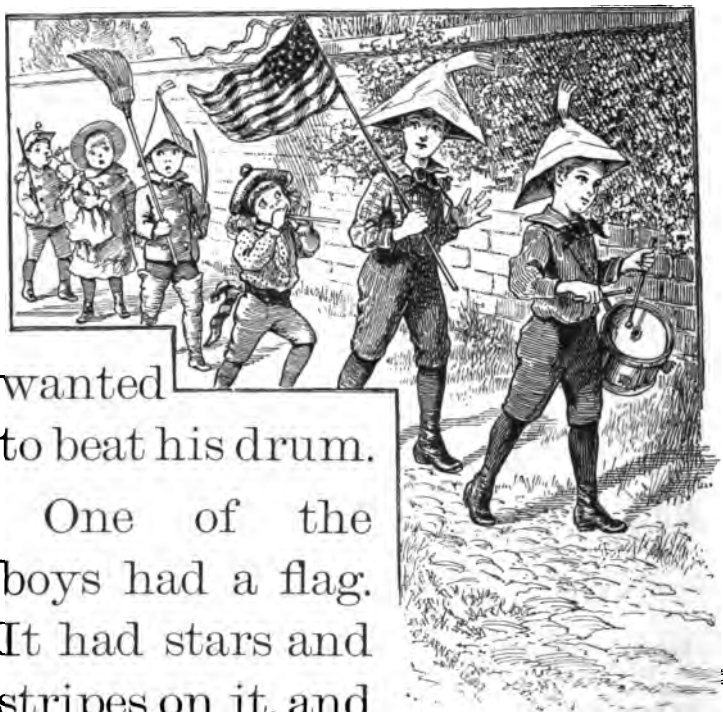
#### XXI. THE STARS AND STRIPES.

had	beat	drum	march
line	loud	think	stripes
flag	stars	world	prettiest

Not very long ago a little boy wanted a drum. The boy's name was James.

One day he went to town with his papa, and when he came back he had a drum.

Pretty soon he had all the boys round him, and they



wanted  
to beat his drum.

One of the boys had a flag. It had stars and stripes on it, and was red, white, and blue.

I love the pretty flag with its stars and stripes, and think

it is the prettiest flag in all the world.

The boys march up and down in line, as you see them in the picture, and follow the flag.

James beats away on the drum as loud as he can, and they are all very happy.

**To be Learned.**

“We will lift up the beautiful flag on high.

Let its dark blue shine in the clear blue sky;

Let the stars on our loved flag be ever as  
bright

As the bright stars that fill the blue heavens  
at night.

Flag of the free, flag of the brave,  
Over our country ever wave.”

This is a pretty flag.

It is red, white and blue.

---

How many stars and how many stripes are on our flag? Do all our flags have as many? Who gave James his drum?

---

## XXII. READING REVIEW.

1. A hen knows that the way to hatch little chickens is to sit on eggs for a long time.

No one puts the chickens in the eggs. They grow there. If the hen sits on the eggs for three weeks, the chickens begin to hatch.

2. A little bird-baby is in a nest in a tree. The nest will rock like

a cradle when the wind blows. If the tree-top breaks, the birdie will fall down with his cradle.

3. Henry can sail his red and white sailboat across the pond.

The big boat, that has two men in it, is a rowboat. The boys can not go in Henry's boat, it is so small.

4. One hot day a dog wanted some water, and Grace gave him a pan full. He lapped up the water with his tongue.

Grace said it was a queer way, to use a tongue for a spoon.

But dogs and cats always lap up the water.

5. I ride on a gentle white horse.



Papa likes to ride on the red horse.  
We are riding these horses, in the  
picture.

James rides on the rocking-horse.  
That cannot throw him off.

6. Not very long ago a boy went  
with his papa to town, and got a  
drum that he wanted. The boys  
in the picture march up and down  
in line, following a flag, and James  
beats the drum.

The prettiest flag in all the world  
is the Stars and Stripes.

Dogs and cats lap the  
water with their tongues,  
which they use as spoons.

---

**XXIII. HANDS.**

both	about	toes	each
eight	fingers	sometimes	
along	without	thumbs	

I have two hands. I could not get along very well without my hands; but it would be about as bad to have hands without fingers and thumbs, as to have no hands.

How can a horse get along? He has four feet, but no fingers or toes.

I should think that would be queer. I have four fingers and one thumb on each hand.

On both hands I have eight fingers and two thumbs.

But sometimes the thumb is called a finger. If I called my thumb a finger, I should have five fingers on each hand.

What is the use of fingers? I must think about this.

Why do I have a thumb on each hand? The thumb is not like the fingers.

What is the use of a thumb? I will see what use I make of my thumbs and fingers, and why I could not get along very well without them.

I have eight fingers and  
two thumbs on my hands.

---

*Without* is made of *with* and *out*. Make words in the same way, using: *times, shoe, with, horse, land, wood, one, any, some, bird, black, in*; as, "horseshoe," "within." What is the sound of *ô* in *sòme*? Give a word in which *u* has the same sound. *còme, hŭm*  
[ô] = [ŭ]

---

#### XXIV. FINGERS AND THUMBS.

nails	deceit	either	twenty
unless	animal	better	monkey's

I can not see what use a  
horse could make of fingers.

I think he would wish that  
he did not have them; but I

could not use his feet instead of my hands.

Birds have two feet, with long nails on their toes; but if I had birds' feet, with their long toes and nails, I should find them in the way all the time. I think each animal has what he can use best.

Animals that have no fingers and thumbs get along pretty well without them.

Man is the only animal that has fingers and thumbs, unless you think the monkey's feet have fingers on them.

A monkey knows how to

use his feet pretty well, and they may be better for him than our hands would be.

I have a nail on each finger and thumb. That makes five nails on each hand, and there are five nails on each foot, too. Then there are "twenty nails on hands and feet."

*Do the birds have nails?*

---

"Every boy in this good land  
Has twenty nails On either hand  
Five and twenty on hands and feet  
And this is true without deceit."

---

What punctuation marks can you put in the last lines to make them true? Are there

“five nails on either hand”? Are there  
“twenty on hands and feet”? Do all living  
things have feet? Tell about the feet of dogs,  
cats, rats, pigs, cows, horses.

---

**XXV. TWO AND ONE.**

only	child	learn	worth
clear	work	while	reason
enough		repeating	

Two ears and only one mouth  
have you ;

The reason, I think, is clear ;  
It teaches, my child, that it  
will not do

To talk about all you hear.

Two eyes and only one mouth  
have you ;

The reason for this must be,

That you should learn that it  
will not do  
To talk about all you see.

Two hands and only one  
mouth have you,  
And it is worth while re-  
peating;  
The two are for work you will  
have to do,  
The one is enough for eat-  
ing.

---

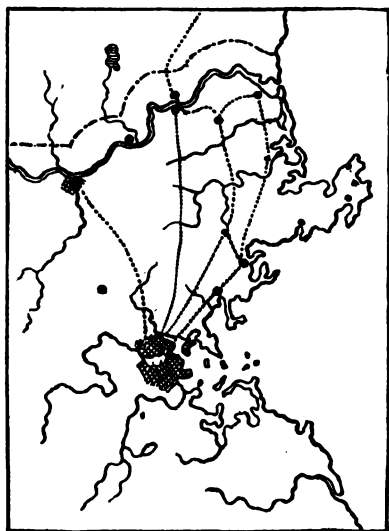
Why do you have two ears and one mouth?  
What is the reason you have two eyes and  
one mouth? Do you find one mouth enough  
for eating? Could you work much without  
two hands? What is the sound of *ou* in  
*mouth*? in *about*? in *you*? in *enough*? in  
*should*? What sound has *gh* in *enough*?  
Learn this poem.



**XXVI. WHERE I LIVE.**

State	more	Georgetown
cities	capital	United States

I am not a very big boy,  
but I am only six years old,



and am more  
than four  
feet tall.

I can read  
and write  
very well.

I live in  
Georgetown.  
Can you tell

what State I live in?

You may not know where  
this town is. It is not a large  
town; but I think it is a very

pretty one, and I like to live here.

One day I went to a large city. It is the capital of our State. There are not many larger cities in the United States.

What State do you live in?

What is the capital of your State? I know a State that has two capitals.

I live about twenty miles from the capital of my State.

How far do you live from the capital of your State?

In what state do you live?

**XXVII. TIME.**

1. Sixty seconds make a minute,  
Sixty minutes past  
Make an hour; and these hours  
All are flying fast.
2. Twenty-four of these swift hours  
Make the night and day;  
Time for eating, resting, sleeping,  
Study, work, and play.
3. In each week six days are given  
For our work and play;  
Then, how pleasant is the resting  
On the seventh day!
4. Two and fifty weeks for doing  
Kindly deeds of love,  
Make the year, whose countless  
blessings  
God's great goodness prove.

## VOCAL DRILL.

NOTE.—The vocal organs of children are flexible, and can be easily cultivated and strengthened ; therefore a simple, easy, systematic drill, such as can be given from the following tables, is very important, and should be commenced quite early in the course. It will greatly help to teach distinct enunciation. Put it on the board—if you do not have the chart—as fast as you think proper to teach it.

It is best to use the book for reference, and to teach this drill from the chart or board. Generally avoid teaching these sounds in concert. After first pronouncing slowly and very distinctly the words containing the particular sound you are to teach, require each pupil to do the same.

Do *not* call attention to mistakes in this, but as soon as a child gives anything wrong, quickly correct the error by repeating correctly the word or sound. Watch the child afterward until he gives it *right*. *Do not teach more than one sound at a time*. As fast as new sounds are taught here, apply them to words in the lesson. The sounds taught on the pages of the lessons are for the youngest and poorest classes. Other classes will advance more rapidly.

It is not expected that one half of these tables will be taught in this book. Teach the easiest parts, and use them. These tables are complete, and if the child becomes accustomed to them he will use them better in the higher books of the series ; therefore, they are put in here for reference and drill, *as far as* the teacher finds the pupils able to use them.

## VOWELS. (SOUNDS, NOT LETTERS.)

māy, dāy, sāy, gāy . . . . . ā, ā, ā, ā (*long*)  
 mē, hē, bē, wē . . . . . ē, ē, ē, ē (*long*)  
 pīe, hīgh, tīe, līe . . . . . ī, ī, ī, ī (*long*)  
 lō, nō, sō, gō . . . . . ō, ō, ō, ō (*long*)  
 ūse, cūe, hūe, dūe . . . . . ū, ū, ū, ū (*long*)

\* ā, ē, ī, ō, ū. mā, mē, mī, mō, mū.

m-ā mā m-ē mē m-ī mī m-ō mō m-ū mū

ām, ām . . . . . ă, ă (*short*) || mēt, mēt . . . . . ě, ě (*short*)  
 ĩn, ĩn . . . . . ĭ, ĭ (*short*) || nőt, nőt . . . . . ǒ, ǒ (*short*)  
 ūp, ūp . . . . . ŭ, ŭ (*short*) || ă, ě, ĭ, ǒ, ŭ.

\*mă, mă mē, mē mī, mī mō, mō mŭ, mŭ  
 m-ă mă m-ě mē m-ĩ mī m-ǒ mō m-ŭ mŭ

pă, pă . . . . . ä, ä (*Italian*) || dọ, dọ . . . . . ọ, ọ  
 lằw, lằw . . . . . ằ, ằ (*broad*) || pull, pull . . . . . ụ, ụ  
 ắsk, ắsk . . . . . ắ, ắ (*intermed.*) || dâre, dâre . . . . . â, â

\*mă, mă mằ, mằ mắ, mắ mọ, mọ mự, mự  
 m-ă mă m-ằ mằ m-ắ mắ m-ọ mọ m-ự mự

†ē, ā, ă, â, ă, ă, ằ, ọ .  
 mē, māy, mắst, mắre, mắn, mă, mằw, mōw, mọ

†ī, ĭ, ě, ǒ, ŭ, ụ, ū  
 fine, fĭn, fĕd, fǒp, fŭn, fŭll fŭme

\* Use other consonants with these sounds in the same way as *m* is used in the above lines; e. g., instead of m-ā mā, m-ē mē, etc., give the line, b-ā bā, b-ē bē, etc. Every vowel sound in our language is given on this page. There are many *equivalents*, but no other *vowel sounds*. † These combinations are given to teach the proper discriminations, and to develop the vocal organs. It is a good exercise to sing them to the scale, with one, two, or more utterances of each sound to each tone of the scale.

## CONSONANTS. (SOUNDS, NOT LETTERS.)

bābe,	ëbb . . .	b, b, b, b . . .	b-ā-be,	ë-bb.
eāt,	tāek . . .	k, k, k, k . . .	e-ā-t,	t-ā-ek.
dāy,	bād . . .	d, d, d, d . . .	d-āy,	b-ā-d.
fāt,	öff . . .	f, f, f, f . . .	f-ā-t,	ō-ff.
gō,	ëgġ . . .	g, g, g, g . . .	g-ō,	ë-gġ.
hē,	hāt . . .	h, h, h, h . . .	h-ā-t,	h-ē.
joy,	āġe . . .	g, g, g, g . . .	j-oy,	ā-ġe.
Kāte,	tāke . . .	k, k, k, k . . .	K-ā-te,	t-ā-ke.
dūll,	lūll . . .	l, l, l, l . . .	l-ū-ll,	d-ū-ll.
māy,	āim . . .	m, m, m, m . . .	m-āy,	āi-m.
fūn,	nūn . . .	n, n, n, n . . .	n-ū-n,	f-ū-n.
pipe,	pīp . . .	p, p, p, p . . .	p-ī-p,	p-ī-pe.
rāt,	tār . . .	r, r, r, r . . .	r-ā-t,	t-ā-r.
sāp,	pāss . . .	s, s, s, s . . .	s-ā-p,	p-ā-ss.
tāek,	eāt . . .	t, t, t, t . . .	t-ā-ek,	e-ā-t.
vāve,	eāve . . .	v, v, v, v . . .	v-ā-l-ve,	e-ā-ve.
wē,	will . . .	w, w, w, w . . .	w-ē,	w-ī-ll.
yēs,	yēt . . .	y, y, y, y . . .	y-ē-s,	y-ē-t.
zēst,	būzz . . .	z, z, z, z . . .	z-ē-s-t,	b-ū-zz.
sīng,	rīng . . .	ng, ng, ng, ng . . .	s-ī-ng,	r-ī-ng.
thīn,	nōrth . . .	th, th, th, th . . .	th-ī-n,	n-ō-r-th.
thēn,	wīth . . .	th, th, th, th . . .	th-ē-n,	w-ī-th.
chūrch,	lūrch . . .	ch, ch, ch, ch . . .	ch-ū-r-ch,	l-ū-r-ch.
sēizure,	āzure . . .	z, z, z, z . . .	s-ēi-z-u-re,	ā-z-u-re.
shē,	wāsh . . .	sh, sh, sh, sh . . .	sh-ē,	w-ā-sh.

NOTE.—Pronounce both words slowly, dwelling on the sound you wish to teach. After giving the word several times, make the word from the sounds. Begin with one easy word, and go very slowly.

# TABLES. VOWEL SOUNDS.

Sounds of	macron —	breve ˘	dots ..	dot .	wave ~	circum- flex ^	a = ä; e, o, and u = i; u = é; o = wu; u = w; y = ä.
a	māy	băg	{äre {all	{ask {was	—	cäre	any(ē)
e	mē, they	bĕg	—	—	hēr	thêre	pretty(ĭ)
i	mīne	bĭg	polīce	—	sĭr	—	—
o	mōw	bŏg	dŏ	{wŏn {wŏlf	wŏrk	cŏrn	{one(wu) {women(ĭ) {quit(w) {busy(ĭ) {bury(ĕ) quay(ĕ)
u	mūse	bŭg	rŭde	pŭll	—	fŭr	—
y	mÿ	hÿmn	—	—	mÿrrh	—	—
oo	mōon	bŏok	—	—	—	—	—

Used by the International to indicate a long vowel unaccented, as *senâte*, *idēa*.

## CONSONANTS. REGULAR SOUNDS.

ç soft, like s (merçy); c hard, like k (eat); ch, unmarked, as in child; çh soft, like sh (çhaise); çh hard, like k; ĝ hard (ĝō); ĝ soft, like j (aĝe); th sharp, unmarked (thin); th flat, or vocal (thee); ng, unmarked (sing); ŋ (sinĝk); x, like ĝz (exact); x, unmarked, like ks (extreme); qu, unmarked, like kw (quite); wh, unmarked, like hw (when).

## PUNCTUATION.

The **period** (.) is used after a statement or a command, and to show that letters are omitted.

The **comma** (,), **semicolon** (;), and **colon** (:) are used between the parts of a sentence to make the meaning plain.

The **apostrophe** (') is used to denote ownership, and to show that letters have been omitted.

The **quotation marks** (" ") are used to denote that the words inclosed were spoken or written exactly as printed.

The **exclamation point** (!) shows surprise, astonishment, or alarm.

The **interrogation point** (?) is used at the end of a question.

The **hyphen** (-) connects the syllables of a word, and also the words that form a compound word.

**Parentheses** ( ) inclose explanations or illustrations of the regular text.

The **dash** (—) is used to denote an unfinished sentence, a break or sudden change in the sense; to increase the length of a pause, and, instead of stars (\*\*), to show that letters or words are omitted.

## WORDS USED IN THE PRIMER.

[*Grouped for practice, reviews, spelling by sight and sound.*]

hăve, eăt, mÿ, blăck, ɪs, yoŭ, I, thē, hăt, whĭte, hĕn, ɪt, sĕē, ā, yoŭr, pĕn, gōōd, thĭs, lărge, smăll, eăn, răt, ănd, yĕs, bĭg, tĭn, păn, dŏ, ăt, tĕn, hĭt, răn, ăn, ɪn, pĭn, hănd (to p. 18), gŭn, Jŏhn's, nŏ, nŏt, rŭn, pĭg, dŏg, hĕ, hĭs, Rŏver, năme, bŭt, hŏg, ɔn, hăs, twŏ, fŏur, fĕet, hănds (plurals in s), ēat, lĭttle, hĭm, făt, fŭn, făn, hŏt, tŏp, ɔne, ăre, hĕre, fĭsh, swĭms, lĭves, wăter, făt, lănd, dĭsh, eăp, bŏok, rĕad, eănnŏt, Prĭmer, ăll, wĭth, ɔf, lăp, lŏg, shĭp, fŏg, shăll, dĭg, dŭg, bĭrd, sĭts, trĕe-tŏp, wĭngs, hĭgh, tălk, wălk, flÿ, săt (to p. 26), lŏok, sŏ, thĕre, hŏw, eÿes, gŏ, bŏld, ɔld, eŏld, gŏld, hŏld, sŏld, sŭn, dăy, brĭght, măkes, whĕre, rĭght, sĭght, nĭght, lĭght, hŏrse, rĭde, băck, mĕ, lĭke, hĭde, sĭde, fŏr, cărt, wăş, măde, drăw, drĭve (-ing added to words), boy, Frănk, yĕars, ĕars, hĕar, nŏse, mŏuth, gĭrl, rĕd, băt, băll, plăy, wŏod, tŏo, dăy, măy, mĭlk, eŏme, hăy, săy, lăy, sŏme, Spŏt, erŏss, plăys, cow, hĕr, yărd, gĭve, (to p. 37), hŏw, manÿ (a = ĕ), ũp, ɔr, sŏng, thrĕe, sĭng, Tŏm, thăt, spĭns, lŏng, new (ew = ũ), tĭme, bŏx, shĕ, bĕ, theÿ (e = a), wĭll, thĕm, fĕed, whĕn, gŏt, frŏm, ăwăy, căught, Nĕllĭe, bărn, nŏw, snŏw, slĭde, slĕd, dŏwn-hĭll, ĭce, tŏ-dăy, wŏuld, hŭrt, păpă, kĭnd, lĭve, săĭd (a = ĕ), fĭve, hĭve (endings in -ed), eoŭntrÿ, ăm, Chărles, eăll, ĕĭtÿ, Chărlĭe, hŏuses, mĕn, whăt, pĭctŭre (-chŭr), grŏund, ăpples, pĭckĭng, băskĕt, fŭll, rĭpe, strĕet, ĕărs, rŏund, ɔut, sŏrrÿ, tĕase, lŏve, mĕt, nĕver, kĭttÿ, wĭsh, păws, pĕarl, frŏlle, mŏusĭe, tĕeth, erŏw, rŏw, frŏ, ɛried, săw, ũsed, ŏh.

NOTE.—In using these lessons, remember that you are to review in them only *those sounds* that have been *previously taught*, and to *spell by letter* only the words containing *known letters*. In a second and third review, all words can be spelled, written, and marked.



## WORDS TO BE MADE FROM THE SOUNDS TAUGHT.

ăt. 12. tăn, nêt, ın, tın, hıt, nıt, tăn, Năt, hınt, eăn. 13. păn, pën, pın, pêt, păt, eăp, nıp, hıp, tıp, pıt, tăp, năp. 15. răp, rıp, răn, ănd, hănd, Dăn, ăn. 18. răn, hınt, eüp, ıp, hăt, eăt, băt, bın, băt, bêt, bıt, bíd, béd, băt, bün, nüt, büg, tăg, eăb, eüb, năg, pęg, pīg, püg, gêt, găp, gün, tüg, túb, răg, rüg, hüg. 19. ון, օdd, nօd, hօd, rօd, hֹt, hֹp, hֹg. 21. făt, fıt, făn, fəd, fıb, euff, fun, ıf, fօg, fֹp. 23. lăt, lăp, lăd, lăg, lıp, lüg, Nėll, hıll, pıll, rıll, bėll, tėll, fill, eăsh, răsh, dăsh, găsh, lăsh, lֹg, lֹt, shֹp, shıp, shăd, shın, shăt, shün, shăll, shėll, shֹt. 24. băck, tăck, lăck, blăck, răck, hăck, păck. 25. săt, sət, sıt, sın, sıp, săd, sün, dүн, săp, slăp, slıp, slăck, slıd, slėd. 28. eօld, hօld, bօld, tօld, fօld, gօld, sօld, gօ, sօ, tօe, nօ, hօe. 29. *bright, light, fight, tight, might, night, sight, like, kite, right, pine, line, bind, fright, slight, tripe, ripe, pipe, ride, slide, hide, tide.* 31. *lֹoking, plăying, rօading, gֹing, etc.* 33. dăy, găy, hăy, lăy, măy, păy, săy, ăte, lăte, hăte, Kăte, slăte, găte, făte, shăpe, shăde, măn, mën, mět, hım, măp, măt, măd, măke, tăke, lăke, shăke, eăke, eăne, lăne, băke, răke, săke, măde, făde, tăme, găme, făme, săme, năme, eăme, hֹme. 40. hē, bē, sēē, bēē, mē, shē, bēēt, shēēt, fēēt, frēē, mēēt, pēēk, pēēl, stēēl, hēēl, feel. 44. eăve, gṛăve, shăve, săve, văne, vֹte, vine, hive, live, dive, five, gıve, live, hăve (words in *ed*).

NOTE.—The numbers show the pages before which the sounds that are used in the words have been taught. This is only a partial list. Over a thousand words can be made from sounds taught in the Primer, but as these words should be those known by the class, when spoken, each teacher must vary the words taught to suit the capacity of the class. A good way is to put on the board each day a few of these words in sentences, all the other words in which are known to the child.

## WORDS USED IN THE PRIMER.

ā, <i>a.</i>	eow, <i>n.</i>	fög, <i>n.</i>	höp, <i>v.</i>
ān, <i>a.</i>	eaught, <i>v.</i>	flȳ, <i>n., v.</i>	high, <i>ad.</i>
ānd, <i>c.</i>	eomes, <i>v.</i>	Frānk, <i>n.</i>	how, <i>ad.</i>
āt, <i>prep.</i>	eall, <i>v.</i>	fōr, <i>prep., c.</i>	houses, <i>n.</i>
āre, <i>v.</i>	eoūn'try, <i>n.</i>	feēd, <i>v.</i>	hūrts, <i>v.</i>
all, <i>a., ad., n.</i>	Chāre, <i>n.</i>	frōm, <i>prep.</i>	hōrse, <i>n.</i>
āwāy, <i>ad.</i>	Chār'lie, <i>n.</i>	full, <i>a.</i>	hēr, <i>pro.</i>
ām, <i>v.</i>	çitȳ, <i>n.</i>	fröl'ie, <i>v.</i>	hāy, <i>n.</i>
āpples, <i>n.</i>	eārs, <i>n.</i>	frō, <i>ad.</i>	Hār'ry, <i>n.</i>
blāck, <i>a.</i>	erōw, <i>n.</i>	five, <i>a.</i>	hād, <i>v.</i>
bīg, <i>a.</i>	eried, <i>v.</i>	gōod, <i>a.</i>	hill, <i>n., ad.</i>
būt, <i>c.</i>	do, <i>v.</i>	gūn, <i>n.</i>	hōme, <i>n., ad.</i>
bōok, <i>n.</i>	dōg, <i>n.</i>	give, <i>v.</i>	hēar, <i>v.</i>
bīrd, <i>n.</i>	dīsh, <i>n.</i>	girl, <i>n.</i>	hīde, <i>v.</i>
bright, <i>a.</i>	dāy, <i>n.</i>	gōt, <i>v.</i>	hīve, <i>n.</i>
bōld, <i>a.</i>	dīg, <i>v.</i>	ground, <i>n.</i>	is, <i>v.</i>
bāck, <i>n., ad.</i>	dūg, <i>v.</i>	gō, <i>v.</i>	it, <i>pro.</i>
boy, <i>n.</i>	drive, <i>v.</i>	gōld, <i>n.</i>	in, <i>prep.</i>
bāt, <i>n.</i>	draw, <i>v.</i>	gēt, <i>v.</i>	into, <i>prep.</i>
ball, <i>n.</i>	down, <i>ad., prep.</i>	gō'ing, <i>v.</i>	ice, <i>n.</i>
bōx, <i>n.</i>	dō'ing, <i>v.</i>	hāve, <i>v.</i>	Jōhn's, <i>n.</i>
bārn, <i>n.</i>	ēat, <i>v.</i>	hāt, <i>n.</i>	kind, <i>a.</i>
bās'kēt, <i>n.</i>	eȳes, <i>n.</i>	hēn, <i>n.</i>	kittȳ, <i>n.</i>
bē, <i>v.</i>	ēars, <i>n.</i>	hīt, <i>v.</i>	lārgē, <i>a.</i>
ēāt, <i>n.</i>	feēt, <i>n.</i>	hīs, <i>pro.</i>	līves, <i>v.</i>
ēān, <i>v.</i>	fōur, <i>a.</i>	hē, <i>pro.</i>	lānd, <i>n.</i>
ēānnōt, <i>v.</i>	fūn, <i>n.</i>	hōg, <i>n.</i>	like, <i>v.</i>
ēāp, <i>n.</i>	fāt, <i>a.</i>	hōt, <i>a.</i>	lāp, <i>n.</i>
eōld, <i>a.</i>	fān, <i>n., v.</i>	hās, <i>v.</i>	lōng, <i>a.</i>
eārt, <i>n.</i>	fish, <i>n., v.</i>	hānds, <i>n.</i>	lōg, <i>n.</i>
eōme, <i>v.</i>	fāst, <i>ad.</i>	hīm, <i>pro.</i>	live, <i>a.</i>
erōss, <i>a.</i>		hēre, <i>ad.</i>	lōve, <i>v., n.</i>

lit'tle, <i>a.</i>	ôr, <i>c.</i>	sits, <i>v.</i>	thêre, <i>ad.</i>
lôok, <i>v.</i>	once	sô, <i>ad.</i>	tôo, <i>ad.</i>
light, <i>n, a, v.</i>	(o=wû), <i>ad.</i>	ship, <i>n.</i>	thrêe, <i>a.</i>
lây, <i>v.</i>	out, <i>ad.</i>	sûn, <i>n.</i>	they, <i>pro.</i>
mý, <i>pro.</i>	ôh, <i>int.</i>	sháll, <i>v.</i>	Tôm, <i>n.</i>
mākes, <i>v.</i>	pên, <i>n.</i>	Spôt, <i>n.</i>	thēm, <i>pro.</i>
mē, <i>pro.</i>	păn, <i>n.</i>	săt, <i>v.</i>	thăt, <i>a.</i>
māde, <i>v.</i>	pîn, <i>n.</i>	sômē, <i>a.</i>	time, <i>n.</i>
mouth, <i>n.</i>	pîg, <i>n.</i>	sôld, <i>v.</i>	tô-dây, <i>ad.</i>
māy, <i>v.</i>	Prim'er, <i>n.</i>	sîng, <i>v.</i>	town, <i>n.</i>
milk, <i>n., v.</i>	plây, <i>v., n.</i>	sông, <i>n.</i>	tēase, <i>v.</i>
man'y	pă'pă, <i>n.</i>	sôr'rý, <i>a.</i>	tēeth, <i>n.</i>
(a=ě), <i>a.</i>	piet'ure	spîng, <i>v.</i>	ûp, <i>ad.</i>
mên, <i>n.</i>	(chur), <i>n.</i>	snôw, <i>n.</i>	ûsed, <i>v.</i>
măt, <i>n.</i>	pick'ing, <i>v.</i>	snôws, <i>v.</i>	white, <i>a.</i>
mou'sie, <i>n.</i>	pawz, <i>n.</i>	slêd, <i>n.</i>	wăter, <i>n.</i>
nāme, <i>n.</i>	pēarl, <i>a., n.</i>	slide, <i>v.</i>	with, <i>prep.</i>
nô, <i>ad.</i>	răt, <i>n.</i>	said (a=ě), <i>v.</i>	wălk, <i>v., n.</i>
nôt, <i>ad.</i>	răn, <i>v.</i>	saw, <i>v.</i>	wîngs, <i>n.</i>
night, <i>n.</i>	rûn, <i>v.</i>	streēt, <i>n.</i>	whêre, <i>ad.</i>
nôse, <i>n.</i>	Rôv'er, <i>n.</i>	sîght, <i>n.</i>	wăz, <i>v.</i>
new	rēad, <i>v.</i>	sîde, <i>n.</i>	wôod, <i>n.</i>
(ew=û), <i>a.</i>	ride, <i>v.</i>	sây, <i>v.</i>	whên, <i>ad.</i>
now, <i>ad.</i>	rêd, <i>a.</i>	shē, <i>pro.</i>	wîll, <i>v.</i>
Nêl'ie, <i>n.</i>	ripe, <i>a.</i>	thē, <i>a.</i>	wôuld, <i>v.</i>
nêv'er, <i>ad.</i>	rôw, <i>n., v.</i>	thîs, <i>a.</i>	whăt, <i>ad.</i>
one	round,	tên, <i>a.</i>	wîsh, <i>v.</i>
(o=wû), <i>a.</i>	<i>prep., a.</i>	tîn, <i>a., n.</i>	yôu, <i>pro.</i>
ôn, <i>prep.</i>	rîght, <i>a.</i>	tôp, <i>n.</i>	yôur, <i>pro.</i>
ôf (f=v),	sêe, <i>v.</i>	twô, <i>a.</i>	yēs, <i>ad.</i>
<i>prep.</i>	small, <i>a.</i>	trêe-tôp, <i>n.</i>	yēars, <i>n.</i>
ôld, <i>a.</i>	swîms, <i>v.</i>	talk, <i>v., n.</i>	yărd, <i>n.</i>

## WORDS USED IN FIRST READER.

(NOT USED IN THE PRIMER.)

an'y (a=ë), <i>a.</i>	blōws, <i>v.</i>	dēar, <i>a., n.</i>	gāve, <i>v.</i>
āir, <i>n.</i>	bōat, <i>n.</i>	dūck, <i>n.</i>	gēn'tly, <i>ad.</i>
al'wāys, <i>ad.</i>	bēat, <i>v.</i>	drīnk, <i>v., n.</i>	grēat, <i>a.</i>
āft'ēr,	bōth, <i>a., conj.</i>	drūm, <i>n., v.</i>	gāme, <i>n.</i>
prep., <i>ad.</i>	bēt'tēr, <i>a.</i>	dē'cēit, <i>n.</i>	grōw, <i>v.</i>
ān'ī mals, <i>n.</i>	been	dōes, <i>v.</i>	gēn'tle, <i>a.</i>
al'mōst, <i>ad.</i>	(ee=ī), <i>v.</i>	dīme, <i>n.</i>	Geōrge-
ā crōss', <i>prep.</i>	bē fōrē',	dōl'lar	town, <i>n.</i>
ā lōng',	prep., <i>ad.</i>	(a=ū), <i>n.</i>	gōes, <i>v.</i>
prep., <i>ad.</i>	eoūp'le, <i>n.</i>	dūring	giv'en, <i>v.</i>
ā bout',	eāme, <i>v.</i>	ēv'ēr y, <i>a., ad.</i>	grāss, <i>n.</i>
prep., <i>ad.</i>	chēeks, <i>n.</i>	ēach, <i>a.</i>	hēad, <i>n.</i>
ā gain'	eoūld, <i>v.</i>	ēgg, <i>n.</i>	hāir, <i>n.</i>
(a=ë), <i>ad.</i>	eōrn, <i>n.</i>	ēight, <i>a.</i>	hāp'py, <i>a.</i>
ā bōvē',	chick'en, <i>n.</i>	ēi'thēr, <i>pro., c.</i>	hōles, <i>n.</i>
prep., <i>ad.</i>	elūck, <i>v.</i>	ēarth, <i>n.</i>	hōpe, <i>n., v.</i>
bīrd-house, <i>n.</i>	erā'dle, <i>n.</i>	ē nōugh'	hūr'ry, <i>v.</i>
būsh'es, <i>n.</i>	gīt'ies, <i>n.</i>	(gh=f),	hēlp, <i>v., n.</i>
brōok, <i>n.</i>	eap'ī tal, <i>n.</i>	<i>n., a., ad.</i>	hōn'ey, <i>n.</i>
bāse-ball, <i>n.</i>	elēar, <i>a., v., ad.</i>	fōod, <i>n.</i>	hātch, <i>v.</i>
būzz, <i>v.</i>	eāre, <i>v., n.</i>	find, <i>v.</i>	hēars, <i>v.</i>
bus'y	eall'ing, <i>v.</i>	first, <i>a.</i>	hōrse-bāck, <i>n.</i>
(u=ī), <i>a., v.</i>	gēnt, <i>n.</i>	found, <i>v.</i>	hour, <i>n.</i>
blūe, <i>a.</i>	chānge, <i>v.</i>	fall, <i>v., n.</i>	hālf, <i>n., a.</i>
bēst, <i>a.</i>	eūt, <i>v., n.</i>	flow'ers, <i>n.</i>	if, <i>c.</i>
bīrd'ie, <i>n.</i>	elēan, <i>a.</i>	fōl'lōw, <i>v.</i>	jūst, <i>a., ad.</i>
būsh'y, <i>a.</i>	child, <i>n.</i>	flāg, <i>n.</i>	Jāmes, <i>n.</i>
bow-	eātch, <i>v.</i>	fin'gērs, <i>n.</i>	knew
wow, <i>n., v.</i>	elōck, <i>n.</i>	fiēld, <i>n.</i>	(ew=ū), <i>v.</i>
brēaks, <i>v.</i>	dwēll'ing, <i>n.</i>	fāce, <i>n.</i>	kite, <i>n.</i>
bōrn, <i>v.</i>	dōll, <i>n.</i>	fruits (ō), <i>n.</i>	knōw, <i>v.</i>

lësson, <i>n.</i>	päts, <i>v.</i>	ständ, <i>v.</i>	thümbs, <i>n.</i>
Lu'cy, <i>n.</i>	pīne, <i>n.</i>	stīng, <i>v., n.</i>	twēn'ty, <i>a.</i>
lēgs, <i>n.</i>	pōnd, <i>n.</i>	spring, <i>v., n.</i>	tāke, <i>v.</i>
lēt, <i>v.</i>	pulled, <i>v.</i>	slȳ, <i>a.</i>	tried, <i>v.</i>
lāy'ing, <i>v.</i>	plā'ces, <i>n.</i>	shell, <i>n.</i>	true
lāpped, <i>v.</i>	piēce, <i>n.</i>	sāils, <i>n., v.</i>	(u=ōō), <i>a.</i>
line, <i>n.</i>	pōōr, <i>a.</i>	spōōn, <i>n.</i>	tā'ken, <i>v.</i>
loud, <i>a., ad.</i>	pret'ty	says (a=ē), <i>v.</i>	tis, <i>pro.</i>
lēaves, <i>n.</i>	(e=ī), <i>a.</i>	stārs, <i>n.</i>	ūn'dēr,
lēarn, <i>v.</i>	puts, <i>v.</i>	stripes, <i>n.</i>	<i>ad., prep.</i>
lānd, <i>n.</i>	pret'ti ēst, <i>a.</i>	some-	ūsēs, <i>v.</i>
müst, <i>v.</i>	plēas'ant, <i>a.</i>	times, <i>ad.</i>	ūn lëss', <i>c.</i>
mām mā', <i>n.</i>	quēer, <i>a.</i>	Stātes, <i>n.</i>	U nī'tēd, <i>a.</i>
mīn'utē	quīck'lȳ, <i>ad.</i>	stāte, <i>n.</i>	vēr'ȳ, <i>ad.</i>
(u=ī), <i>n.</i>	quāck, <i>v., n.</i>	shōws, <i>v.</i>	wēll, <i>n., a., ad.</i>
mōre, <i>a.</i>	rēnt, <i>n.</i>	sēemed, <i>v.</i>	wēnt, <i>v.</i>
Mr., <i>n.</i>	rūn'nīng, <i>v.</i>	sēnd, <i>v.</i>	wasn't, <i>v.</i>
māsts, <i>n.</i>	rēa'son, <i>n.</i>	stāirs, <i>n.</i>	who, <i>pro.</i>
mārch, <i>v.</i>	rōcks, <i>n.</i>	shōrt, <i>a.</i>	wīn'tēr, <i>n.</i>
mōn'keȳ's, <i>n.</i>	rōw-bōat, <i>n.</i>	sīl'vēr, <i>n.</i>	wānt, <i>v.</i>
nēsts, <i>n.</i>	rid'ing, <i>v.</i>	sūm'mēr, <i>n.</i>	wāy, <i>n.</i>
nūts, <i>n.</i>	rock'ing-	thēir, <i>pro.</i>	whȳ, <i>ad.</i>
nāils, <i>n.</i>	hōrse, <i>n.</i>	tōok, <i>v.</i>	wēeks, <i>n.</i>
nēar, <i>a.,</i>	rē pēat'ing, <i>v.</i>	tāll, <i>a.</i>	wīnd, <i>n.</i>
<i>ad., prep.</i>	rāin, <i>n.</i>	thrōw, <i>v.</i>	wōrld, <i>n.</i>
nōōn, <i>n.</i>	stōōd, <i>v.</i>	through	with out',
nōth'ing, <i>n.</i>	sēa'sons, <i>n.</i>	(u=ōō), <i>prep.</i>	<i>prep., ad., c.</i>
ōn'lȳ, <i>a., ad.</i>	stāy, <i>v.</i>	thēn, <i>ad.</i>	write, <i>v.</i>
our, <i>pro.</i>	sōōn, <i>ad.</i>	tēach, <i>v.</i>	wōrth, <i>a., n.</i>
ōff, <i>prep., ad.</i>	shākes, <i>v.</i>	tāil, <i>n.</i>	while, <i>n., ad.</i>
ō'vēr, <i>a., ad.</i>	stōp, <i>v.</i>	tōngue, <i>n.</i>	wōrk, <i>n., v.</i>
ōars, <i>n.</i>	shōes, <i>n.</i>	thīnk, <i>v.</i>	wāch, <i>n., v.</i>
pāid, <i>v.</i>	strike, <i>v.</i>	tōes, <i>n.</i>	wārm, <i>a.</i>

**TEACHER'S NOTES.**

**Axiom 1.**—Know exactly what you want to teach.

**Axiom 2.**—Know exactly how you are going to teach.

**Axiom 3.**—Know the action of the child's mind at each step taught.

**Axiom 4.**—Base all teaching on the known, and teach the nearest unknown.

**Axiom 5.**—Teach one thing at a time, thoroughly.

Haphazard teaching never amounts to much.

A teacher who does not have a definite plan of work has no reason to expect great success. But teachers who study their pupils, and who have all branches to teach, can not find time to prepare each lesson with the great care necessary to have a perfectly graded plan.

It is, therefore, the author's work to give all necessary aids to teachers, by so outlining the steps of the plan and method that any good teacher can get desired results from the work done.

The author of this Series of Readers has tried to do this ; and if the teacher will study the ends and aims of this plan, and the means used to gain them, success will be certain.

What are you to teach ? Reading ? But what is Reading ?

Reading is twofold : (a) Silent and (b) Oral. The first is the more important, both because of its results, and because the second rests upon it.

(a) **Silent Reading** is reading for ideas, and your aim in this should be to give pupils the power of gaining from the printed page the ideas of the author without a conscious naming of the words.

All other studies rest, in their completeness, on this, and all knowledge is open to any one who can gain ideas readily from the printed page. Ideas, and the power to gain and to express them, are the levers of the universe.

How can you give pupils this power ? This is the first problem in teaching Reading ; and the author has endeavored so to prepare the Reading Lessons (even from the first day's work), and the NOTES FOR TEACHERS to accompany them, that, while teaching *Oral Reading*, *Silent Reading* shall have its due place.

(b) **Oral Reading** is the power to read aloud the words of an author so as to convey his meaning to the hearer. This may be gained in single pieces by a parrot-like imitation of the teacher (and this imitation has its proper place) ; but to express aloud fairly well the proper meaning, the

author's ideas must be understood, and then naturally expressed. Oral Reading, then, depends:

- (1) On knowing the ideas, which are obtained from Silent Reading.
- (2) On distinct Enunciation, which comes largely from proper Phonic drill.
- (3) On the Natural Expression of the thought, which includes Emphasis, Inflection, and proper Rhetorical pauses. These are quite distinct from the Grammatical pauses.

**The Natural Method** of teaching Reading includes every known method. Each has its value and its advocates. Each has its place, but none should be made a hobby.

The first thing to be taught is the written or printed word, because it is the nearest in the unknown to the known. The child knows the *object*, the *picture*, and the *spoken word*. Now comes the printed or written word, as "cat." Next follows an expression consisting of the word and its natural connection; as, "a cat," or "my cat," or "the cat." Then a phrase containing a verb; as, "it is," or "is it," or "have you," or "I have." And, finally, the sentence; as, "I have a cat." These are the natural and scientific steps in the Word Method, which really includes phrases and sentences.

The Phonic Method is no less important. It helps to gain distinct enunciation and correct pronunciation, while it enables the pupil to form hundreds of new words from the sounds he has learned, and to know hundreds of other words which he finds in his reading.

This sense of power and ability to gain knowledge without help gives him strength, delight, and encouragement.

The Alphabet Method is no longer the old *a, b, ab*, plan, but consists in the gradual recognition of the names of the letters in the same way as the names of other objects are taught. It is a great aid when properly used, and should not be too long delayed, since both writing and spelling depend upon it.

All these are used in this Series of Readers, and developed in the Notes for Teachers, which the author believes will be of some aid, but hopes that teachers will go far beyond the mere outline laid down here and use the Practice Books and Charts prepared (by the same author) to accompany these books, as well as copious blackboard and oral work from the teacher's own storehouse of good material, in teaching Reading.

N. B.—Every sound taught should be used in making words known to

the child. From the sounds taught in the Primer, nearly a thousand simple words can be formed. See page 124.

Page 9. (1) The child knows the spoken word and the picture word. In the unknown, the written or printed word comes first. Lead up to this through the picture word. Call attention to the picture by a series of questions like these: "Do you see this picture? It is a picture of what? Look at it carefully. Now close your eyes. Keep them closed, and answer my questions. Which way is the cat looking? Is she standing or sitting? What color do you think she is? Can you see all four feet? Where is her tail? Is it a long tail? Are her eyes open? Can you see both eyes?" All of these questions, and many more, may be asked while the eyes are closed. If it takes some time, or if the children can not answer, let them rest and look again, and talk to them about the cat.

*Never talk without preparation* if you can avoid it; but always try to connect what you say with *this cat*, or, when talking about other pictures, with objects in them. With some classes it is best to go over these questions *first*, while the children look at the picture.

(2) Now call attention to the word "cat." Have it pronounced correctly after you. Be sure that each sound is given. Write or print it on the board with other words of three letters. Have children find it. Add "a" to it: "a cat." Have this read in the same way.

(3) Teach the phrase, or group, I have. Let children repeat it after you, and read it from the book. To get proper expression, ask each one, "What have you?" If they answer, "I have a cat," that is all right, and it will be as well if one says, "I have a book," or "I have a dog"; but, finally, have each one answer, "I have a cat." Put on the board, I have a cat. Let each child read it. "Find I have in the book. Can you see 'I' anywhere else on the page? Where? Can you see 'have'?" Let them point out in this way each word in every place where they can find it. When pointed out, have it pronounced.

(4) "Can you see 'I have a cat' on the page? Where?" Let them point it out to you, and then have each one read it. If one reads poorly, with wrong accent, inflection, or pronunciation, do not correct by calling attention to it, but repeat the sentence very distinctly, and have the child repeat it after you, first looking at you, and then, when he gets it all right, looking on the book.

(5) Read the words under **Finding Words**. Then call for a word, and let all point to it. Put these words on the board. Let one child point to words, and the class name them.



At each step practice having the children close their eyes and try to see the word, picture, phrase, or sentence you are teaching them.

(6) **Finding Sounds.** Pronounce the word "cat" three times, dwelling on the "ă." (*The best way to find a sound is to drawl the word as long as possible, resting longer, if you can, on the particular sound you want to teach, than on other sounds.*) Then give the "ă" three times. Repeat this until the children's ears have become used to the sound. Then let them do the same, in concert if they are timid, singly if they are bold. Call attention to the mark "ă." Pronounce "cat" again three times, dwelling on "t." Then give "t-t-t" (the sound). Now pronounce "ăt, ăt, ăt" until all get this new word. Put it on the board. Have it pronounced and given by sound. Now put e before it, as in the book, thus : "e-at," and give the sound e and the word "at" two or three times, gradually bringing them together, until the word "cat" is made from the sound.

(7) Next have the written sentence at the bottom of the page read, both from the book and board. Perhaps it may be well to say nothing about the child's trying to write it until several lessons have been studied. But, later, review and have it copied, unless you have the accompanying Practice Books, in which case use them.

Letters should be taught slowly at first. They are put at the left hand corner of the page to let the child see them until he knows them by association. There is no harm in teaching one letter with the work on each page, but it is not best (unless children already know their letters) to attempt spelling by letter for some days, or even weeks.

The teacher alone can tell how long it is necessary to use all these steps with each class.

Developing the printed word from the picture, and its recognition on the board, may soon be dropped, but the principles on which these steps rest must never be abandoned. They include :

1. A study of the picture so as to tell about it.
2. A full knowledge of the word, including knowing it when spoken, printed, or written; its proper pronunciation, the sounds that make it, the marks to indicate the sounds, and the letters that are found in it.
3. A power to pronounce several words as one word in phrases or groups.
4. A power to put known sounds or letters together so as to form new words.
5. A power to analyze new words into known sounds or letters, and thus to discover what the word is.

All these principles are found in the broad foundation you should lay in the first lesson, properly taught. You will notice that words are grouped at first. These groups are to be read as single words, and are so arranged as to be variously connected for practice at the beginning of the lesson; *e. g.*, in the second lesson, read the groups (1) my cat (2) is black (3) a black cat each as a single word. Then teach (4) "is." Now connect 1 and 2. Then 1, 4, and 3. In this way you have formed and practiced the new sentences in the lesson, as they should be read—in groups. This lesson introduces one new step. Have each child fill out orally (later, in reviews, you can have the words written) the blanks in the given sentences, putting in as many words as there are dashes. The length of the dash is a partial guide to the length of the word. This is the first step in composition and language.

Put these sentences on the board as filled up by pupils. Have them read. Always make all the new words you can from the sounds learned, and let pupils try to find them on other pages. Put them on the board. Make sentences of them. Let them stand for a week, and have them read every day. The word tables in the back of the book will give abundant practice.

Call attention to the punctuation marks as they are used. Be sure pupils use them correctly when they write.

After page 19 the grouping of words at the top of the lesson is omitted.

The groups in each sentence should be found by the pupil and teacher. It is a great help in reading. The child can not take in a whole line at a glance. He *can* take in a *group* as a single word.

The black hat is my hat. The pause after hat is perfectly natural; brings out the "t" in "hat," and gives the child time to get the next word-group. If the child does not read a word-group or a sentence naturally, let him look at it for a moment, and then look at you and say it. If incorrectly given then, repeat it to him correctly, and let him practice it after you.

N. B.—In many schools pupils speak in a peculiar tone. Sometimes this comes from urging children with weak, uncultivated voices, to speak louder.

DISTINCTNESS, rather than *volume*, should be sought for.

NATURALNESS, rather than *loudness* or *pitch*, is desired.

As soon as pupils begin to read the little story lessons after page 20, let them read them silently first, and then try to tell you what they have read.

Do not expect too much. Ask questions covering the lesson, and have complete sentences given in reply.

Page 35.—If you have gone over the lessons to this point as carefully as the previous outline indicates, your pupils are reading the lessons pleasantly, easily, and naturally. They can spell all words so far used, by letter, and many of them by sound. They have made new words, and can recognize **AT SIGHT** any new word containing only the sounds taught. They can close their books and tell every lesson, after reading it over either aloud or to themselves. They can take the simple sentences in this book and put the words into groups, so as to read more easily and naturally, and can tell all the words so far learned, at sight. If you have kept up the questions, and required complete sentences as answers, you have laid a good foundation for composition work, as well as developed the power of reading for ideas.

From page 35 a new feature is introduced, and Finding Words and Sounds is generally omitted. *Do not*, however, stop the analysis of words; take *one word* at least in every lesson, and drill carefully on it, besides requiring pupils to *spell by sound all words*, **WITHOUT NEW SOUNDS**, at the head of the lesson, and have these words written and marked, if possible.

Page 35. (1) If your pupils can now read the new lesson without your help, still go over the new words with them, attending carefully to the pronunciation, until all the class know every word at sight. When new words are made of sounds previously learned, *let the pupils find them from the sounds*.

(2) Let the pupils read over the lesson to themselves.

(3) Close the books. Ask questions about the picture and the lesson, following an outline that will cover the entire lesson. Your form of question should change the form of the verb, when possible.

The few questions at the bottom of the page are intended to help the pupil as well as the teacher, but similar questions should be asked about the picture.

(4) Before you get through the Primer you may find that the pupils can, after reading the lesson silently, tell you the most of it without questions. If so, let them do this, questioning only to bring out what they omit.

(5) When the pupils can write well enough to do this, have some one or two write the lesson while the books are closed, and if there is a picture, let one or two describe that in writing. With some classes this must not be attempted until nearly through the First Reader.

(6) In the reading, as well as in the answers, be very careful to correct any wrong emphasis, inflection, or pronunciation, *not* by calling attention to the error, but by giving the word or phrase correctly, and then having the pupil repeat until he can give it well.

(7) *You* may be able to read longer groups of words than *a child can*. Do not forget this, and help children to group easily, thus:

Some dogs are cross.      but Spot is not cross.

You can read it well at sight, stopping only at the comma ; but children need generally three pauses to give it naturally, thus :

'Some' dogs    'are cross'    but Spot    'is not cross'.

(8) If you can interest the children in any lesson enough to have them think of it away from the schoolroom, encourage them to read about the object told of, and to bring what they read to the class. Either have this read, told, or talked' about, as may seem best in each case. Take the story of a boy and a dog. If children like dogs, they will find plenty of stories or facts about them ; and if they see you are interested in what they tell, they will read a great deal out of school to get facts to tell before the class. This gives them a habit of research, a power of acquiring and retaining, and the ability to express what they know.

(9) Of course, the lesson is always talked over by you and the pupils before or after reading. Whatever the topic, they should be led to think about it, to tell what they know, to find out more, and to ask questions.

Page 37. Review readings cover each previous lesson, and you can read each section of them both after each lesson and when you come to the pages where they are given.

Page 39. Many stanzas should be learned. Call attention to the words, at the ends of lines, that sound alike. Show the *simple* difference between prose and verse.

Page 41. "John's pig. Whose pig is it ? Who owns it ? Then, what is added to 'John' to show that he owns it ? Find other words on this page where the ' and s shows ownership or possession. The mark ' is called the apostrophe" (given under Punctuation Marks), "and is called the sign of possession, or of the possessive case."

Have pupils form the possessives of similar words, and distinguish them from the plurals.

Page 45. "Where do you live ? In what State ? In what county ? In what nation ?" A little talk about how names of places are sometimes made will set pupils to thinking. Charlestown, Charles River, Hudson's Bay, etc.

## FIRST READER.

Page 57. The pupil will find this very easy reading, if he has been over the Primer thoroughly. Drill on the sounds from the tables, and apply the sounds learned to the words in the lesson.

The words should be studied before the lesson is read. Spell them all by letter, and most of them by sound. Define every one that needs definition. A good way to get definitions of common things is to ask what they are, thus: "What is a kite?" "What is your head?" Questions are continued on these lessons simply for the children, to guide them in getting the lesson fixed in their minds. Do not confine yourself to them, but ask a great many more, as indicated in the GENERAL SUGGESTIONS at the end of these pages.

Page 62. "Write the name of this lesson." Write blackboard on the board, as one word and as two words. Call attention to the difference in meaning of bird's house and bird-house, blackboard and black board. Write several common words that are connected with a hyphen, and show children how words are made of two words; *e. g.*, without, within, etc.

Page 77. Talk about honeybees and humblebees. Why one is kept by man. Why wasps are not taken care of. Habits of honeybees—queen, workers, drones, swarming, honeycomb, hives; what they do in winter, etc., as far as you can make the children understand it.

Page 86. Put on the board a few short forms of common use, and explain the meaning, and what letters are omitted; *e. g.*, Mr., Mrs., Dr., Rev.

Page 92. Try to cultivate love of nature, observation, and kindness to all of God's creatures. Question or talk about the time it takes different birds to hatch their young, how many eggs they sit on, how many a hen will try to cover, etc.

Page 103. Have every child learn the lines. Drill until each can recite them easily, forcibly, and correctly. Tell how the flag was first made. What was used in the Revolution. Try to make the children love the flag as the symbol of our great country. The new words in the verses are not to be learned now by sound or letter.

Page 113. These lines are given to show how much depends on proper punctuation. Reading them *by lines*, they are incorrect. Put in the periods and commas, and they are true.

## SUGGESTIONS FOR GENERAL USE.

1. The words used in the Primer and First Reader will be found in the back of the book, under two heads, each of which will serve for excellent drill.

(a) Alphabetically arranged, with marked letters, and the Parts of Speech indicated, to be used as the teacher thinks best, either for reference or study.

(b) By sections, covering a certain number of pages in the Primer. Intended for review in spelling, and in recognizing words.

2. Suggestions for the use of pictures. "Look at the picture. Do you see all there is in it? Close your eyes. Keep them closed and answer my questions. Does the picture show the city or the country? Is it in the United States? Tell what each live object is doing. Tell what is being done with the other objects. Why are they all in the picture? Tell what things shown in the picture grow, and what are made." If animals or birds are shown, ask their size, color, what they eat, where they live, what they are good for, etc.; or, tell pupils about them *first*, unless you think that the answers are known by some child in the class.

If children, or men and women are shown in the picture, ask why they are there, what they are doing, how old they are, how they are dressed, etc.

3. Drill on the new words in each lesson. Spell by sound and by letter. Have them written, the sounds and silent letters marked, and the syllables indicated. Ask the meaning of such words as can be defined easily. If a word is too hard to define, call for the opposite, or for another word with the same meaning; *e. g.*, tall, opposite short; light, opposite dark (or heavy, as the word may mean); or have pupils use the word in a sentence to show that they know its meaning.

4. Make new words by changing *known* words; *e. g.*, bird, birds, bird's; walk, walk-ed, walk-ing; catch, caught; run, ran. The *THREE* distinctions, *past*, *present*, and *future*, are simple, and will be understood by all children.

5. Ask about all words with these changes when found in lessons.

6. Question as far as pupils may know (and tell them more) about the habits of animals, birds, and insects. Their shape, size, feet, wings, what they wear, why? Why one has wings and another has none; four feet and two; different kinds of feet; how they live; their homes;

etc. Boy's head, hands, feet, joints, nose, eyes, mouth, teeth, bones, arms, etc. Clothes made of what ? etc.

7. When the earth is mentioned, take up its size, shape, land, water, lakes, rivers, mountains, valleys, oceans, ships, boats, steamboats, row-boats, what boats or ships are made of, etc.

8. What man and animals eat—bread, meat, fruit, roots, etc.

9. The various kinds of trees—oak, elm, nut, orange, etc.—as far as can be known to the child. Encourage him to tell the different trees by the leaves which he can find near home. Tell of their fruits and leaves and flowers. What fruits each pupil likes best. How eaten—raw or cooked.

10. Take up flowers—color, leaves, stems, roots—talking about each part. The botanical names of many parts can be easily taught *orally*, if care is taken not to teach too much at one time.

11. Often ask for the name of the lesson. Have it written. Call attention to capital letters and punctuation.

12. All this work is an aid to composition as covered by the following steps. (a) Putting words in place of pictures and dashes. (b) Answering questions with complete sentences. (c) Answering questions that will change the form of the verb. (d) Connecting two or more sentences by conjunctions ; *e. g.*, "John runs," "James runs," "John and James run." (e) The reverse of "d." (f) Covering the points of a lesson with questions. (The answers should be in complete sentences. Then by using "d" and "e" make the answers read connectedly.) (g) Having the pupils question each other to cover a story told or read to them. (Use "d" and "e" in arranging the answers.) (h) Writing an outline of a lesson which they have read silently. (i) Select some easy subject. Let the pupils think about it. Question so as to get connected answers. Let the pupils write an outline and fill it in. Apply previous steps.

These suggestions can be taken and used in groups. Select the ones appropriate to the lesson, and, if you use even a small part of them, the results will show their value.

Remember that it requires patience and perseverance to do the best work, even with the greatest ability and fitness for it, and never forget the far-reaching influence you are exerting in your great work. "If we work upon marble, it will perish ; if we work upon brass, time will efface it ; if we rear temples, they will crumble into dust ; but if we work upon immortal minds, if we imbue them with right principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something which will brighten to all eternity."





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